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THE AMERICAN

School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

In This Issue:

★ Policy and Democratic School Administration — *Wilson*

★ Exit—Superman — *Kearney*

★ The Place of Art in Elementary
and Secondary Schools — *Falk*

★ How to Estimate Future
Public School Enrollments — *Hedlund*

★ Some Principles for the Organization and
Operation of a Central School Shop Service — *George*



VOLUME 120, NUMBER 2

FEBRUARY, 1950



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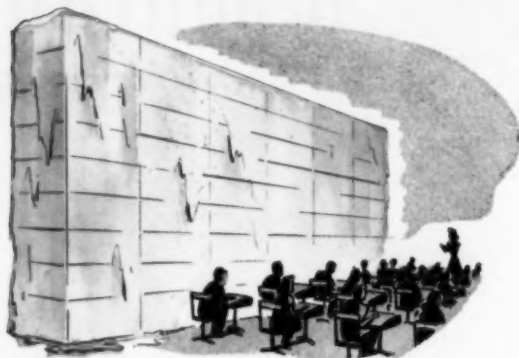
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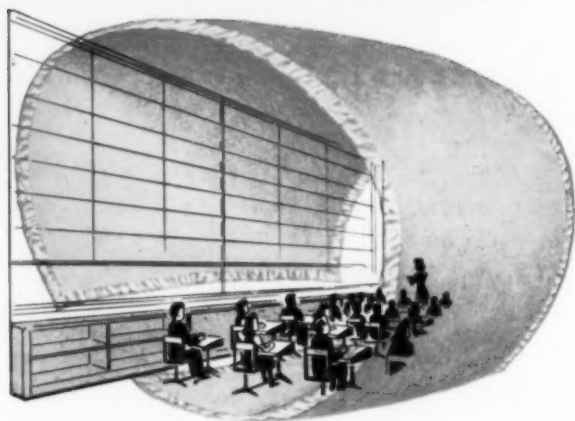
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THE AMERICAN School Board Journal

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The Governing Course —

Policy and Democratic School Administration

*Charles H. Wilson**

Democratic school administration has ever had its stumbling blocks, not the least of which has been the formation and maintenance of policy. Since much policy necessarily comes from on high, how can a program of democratic school administration be maintained? It is our purpose here to consider the nature of policy with the view of seeking a practical adjustment between what may appear on the surface to be two uncompromising positions.

Every organization has policy, regardless of its nature. The very existence of an organization, whether corporate or incorporate, gives birth to some sort of policy. What do we mean by policy? Policy is a course of action adopted to achieve the purposes of an organization. It is the rules and regulations by which members of an organization must govern themselves to give order and direction to their efforts.

Two Types of Policy

There are, in an organization such as a school, two kinds of policy, general and specific; but in either instance policy is the governing course of the organization. It is true that the dividing line between general policy and specific policy is often obscure, and that any stated policy may be both general and specific at one and the same time. It is also true that at times specific policy may be at conflict with general policy, for various reasons of expediency or lack of understanding. But while consistency in policy is desirable, and the superintendent must labor to make specific policy compatible with general policy, *all* policy must be adhered to for successful operation of the school.

Now, before we become inextricably confused in definition, let us consider some

of these above statements in an effort to clarify this highly significant aspect of administration. But first, why is policy formation and policy administration a crucial concern to the superintendent? It is a concern because there are unending differences of opinion among staff members, and these differences of opinion tend to make people conduct themselves in different ways. For uniformity and direction in the school program, it is necessary to have policy by which all people will conduct themselves in a similar manner.

To illustrate, let us take the example of two teachers, one with markedly traditional and formal convictions regarding education, and a second with pronounced liberal points of view. Let us assume further that the first is a high school English teacher and the second a teacher of social studies, and that the latter has taken his students for a day's visit at the municipal court. The English teacher takes the position that a pupil who is able to come to school and misses class is unexcused and gives him a failure for that day. Here we have differences of opinion leading to different conduct, with the result that the pupil — and almost inevitably his parents — become bitterly and justifiably aroused.

To avoid conflicts of this sort, a policy is established. A rule is promulgated. The policy is set forth that a teacher has the right, subject to the principal's approval, to take children out of school for educational observations; or else, the policy is set forth that *no* teacher has the right to take students away from other classes for any reason. In the former case, no teacher has the right to fail a student for excused absence; in the latter case, a teacher would have the right, even the obligation to fail the student for an absence from class caused by another student.

Implications Involved

Now let us consider the implications. Suppose the policy has been established that a teacher may, with approval of the principal, take pupils away for educational observations. The first teacher then proclaims that his individual rights of action have been denied. He protests that it is impossible to teach with some of the pupils out of his class, and argues that if the student is not present he cannot possibly do the work and receive a grade; and he protests moreover that the policy is undemocratic in that it deprives him of his right of free, democratic action. He may, as is sometimes done, disregard policy and continue to fail any student who misses class, with the false security that he has a continuing contract and he can teach as he sees fit.

Well, is there a foundation for the inference that policy is undemocratic, that it denies the individual the right of free action? Naturally this leads us into an important consideration, that is, the formation of policy. School policy may be formed in two ways, either by decree, or by common consent of those engaged in the carrying out of policy. The policy herein discussed relative to taking students out of school for observations may have been made by decree of the school superintendent or his authorized representative such as a principal or supervisor; or second, it may have been agreed upon by a majority of the teaching staff or a representative body elected by the teachers. But in either case, whether the policy was made by decree or agreement, we must admit this: democratic rights have in no way been infringed upon.

It is by no means recommended that the superintendent establish policy by decree. There are too many excellent reasons, some of which will be mentioned, that

*Superintendent of Schools, Maumee, Ohio. All rights reserved.

make it highly inadvisable for the superintendent to make all policy; yet one is forced to say that even if the superintendent chooses to do so, he has not, in a political or moral sense, denied the principles of democracy. Democracy is essentially a political term, and the board of education is the last political unit to which the superintendent is responsible for the administration of the school.

Our Federal Government has left to the individual states the responsibility for education; state governments in turn have largely delegated this responsibility to the local school district and its board of education. These boards of education, or school committees, are either directly elected by the citizens of a community or are appointed by a mayor or council who is elected directly by the people. The board of education is in actuality the only real policy-making authority, and the superintendent, as their chosen representative, is in a strictly legal sense but an administrator of policy.

Policy Constantly Needed

But, as has been pointed out, policy is both specific and general, and scarcely a day goes by when some sort of policy does not have to be established. A board of education may go far beyond the stage of establishing general policy, and, although foolishly, proceed deeply into the realm of specific policy. Even then, there will be many instances when it will be necessary to establish minor specific policies within broader general policy. For instance, a board of education might go so far as to state that no teacher will leave the building until an hour after school, and that he will stay in his room for that hour. But still, a policy might have to be established as to whether the teacher may rehearse a school play, prepare lessons, or read the newspaper during that hour. No superintendent will be able to avoid completely the function of establishing policy; and in most situations, he will be responsible for establishing a great amount of both general and specific policy.

The advantages of group policy formation have been stated repeatedly and are positively convincing. If the function of the school is to educate for democracy, it follows that the school should practice living democratically. A school faculty should participate in policy formation, and it should by no means stop here. Pupils likewise should be given the widest possible opportunity to engage in democratic living by making policy within policy set forth by the board of education, the administration, and the teaching staff. But, it is ironical to suppose that students can take part in democratic living while the teaching staff is denied participation.

Group policy making has also the advantage of providing the staff with a sense of partnership and responsibility in the conduct of the school program. Persons

who have had a hand in the formation of policy are far more likely to understand and carry out policy. More than this, the staff is given greater perspective of the entire school program and is more likely to see the education of children in its totality. But by far the greatest advantage of group policy formation is the added intelligence brought to the solution of problems. However capable the superintendent may be, he cannot begin to match the combined intelligence of a group of teachers. Admittedly, the process of forming policy through group participation is slower; but in the long run, it is immeasurably more sound and effective. No person who has seriously engaged in the process of group policy formation will deny the superiority of such a process.

Many superintendents will agree with this principle, and many have set forth spiritedly to conform, only to find that it is impossible to remain entirely consistent. Sooner or later they find that upon occasion it has been necessary for them to establish policy personally; or second, they find themselves in the embarrassing position of having to administer policy with which they are in disagreement; or third, they find that staff-formed policy is incompatible with board-of-education policy. Let us consider each of these three aspects of group policy formation which seem to give the superintendent his greatest difficulty.

Establishment of Policy by the Superintendent

First consider the complaint that the superintendent must at times establish policy himself without waiting for the group to participate. That every democratically inclined superintendent will find himself in this position is readily admitted. But this should not in the least be disconcerting. The solution is simple: go right ahead and establish policy. The notion that the administrator must summon together the staff to decide upon every matter of policy is nonsensical and tends to make a travesty of the so-called democratic process. Let the superintendent, or his authorized representative, establish policy as his judgment best dictates is compatible with the general policy of the school. Only let him keep this one factor in mind: policy thus set forth should be considered temporary, subject always to the right of the group to change it. Once the superintendent has set forth policy as unchangeable law, he has renounced the principle of democratic education and has definitely opened himself to the criticism of inconsistency of purpose and hypocritical action. Let the policy which he has found necessary to establish have always the air of tentativeness about it; allow the staff always to have the right and freedom to question and challenge that policy, and to change that policy by majority agreement. But until that policy has been properly changed, it

remains policy nonetheless and no individual member of the staff has the right to act contrary to its intent.

Using the above illustration, how would this work in a particular instance? The social studies teacher has come to the superintendent or principal asking that he be permitted to take his class to the municipal court the following day to hear an important case which has been scheduled. The superintendent decides that the request is in line with general school policy and grants approval. Subsequently, the English teacher fails all pupils who missed his class. The superintendent, hearing of this disagreement, is then obliged to open the matter to the entire teaching staff for settlement. If the staff agrees with the superintendent, the policy remains; if the staff is of the majority opinion that the policy should be reversed, and so vote to reverse, the policy is no longer in effect. However, and this is of crucial importance, so long as the policy was in effect, in whatever manner established, it was policy, and the English teacher had no right to fail or prejudice in any manner a student who was absent from his classes to attend the municipal court hearing. Furthermore, if he flouted such policy, he automatically broke his contract with the board of education, whether he possessed a short term or continuing contract; for all teachers agree to conform to policy when accepting contracts.

Disagreement With Policy

Let us consider the aspect of group policy formation wherein the administrator is put in the embarrassing position of having to administer policy with which he is in disagreement. There is no question but what the democratic educator may find himself in this situation. What justification, then, can be made for group policy formation? For one thing, it can be said that if the superintendent holds a point of view contrary to the majority of the group, it could be that the superintendent is wrong! Moreover, what success would he be likely to have in carrying out policy which did not have popular support? But more significant than these considerations is the fact that the superintendent is in a far more advantageous position to argue his point of view on policy than any one individual on the staff. Because of his position alone, his opinion will carry more weight, and he has the advantage of being able to sway staff opinion. Indeed, on most matters, he must scrupulously guard against exerting too much opinion just for this reason. Certainly on controversial matters that mean a great deal to him, or that are likely to cause him great embarrassment, he can use his opinion to great advantage. Moreover, when he is compelled to urge his point of view in the formation of policy, he is more likely to think through his position carefully; in other words, to use a popular phrase, he

is less likely to "go off half cocked." But even if after having thought through his position and having used his most cogent arguments to convince the staff, he finds himself alone or with the minority, he still has the overwhelming advantage of having to administer policy. It is not recommended that he purposely try to "throw a monkey wrench into the works"; rather, he should try conscientiously to administer policy. But if he finds that the policy is untenable, he always has the right, as has any individual, to agitate for change in the policy.

Group Policy in Conflict With Board Policy

The third difficulty which was mentioned was that of group policy being incompatible with board of education policy. The complaint is frequently voiced that it is impossible for the superintendent and the staff to operate democratically because the board of education has contrary policy. Let

us go back to our statement above that democratic rights are never infringed upon by board-of-education policy. In a political and legal sense, democracy ends at the board of education level. When one speaks of a democratically conducted school, he is compelled to speak only of democratic practices within the limits prescribed by higher governing units. To insist that a school staff be given unlimited and unqualified rights to conduct the school in whatsoever manner the majority of the staff dictates is perhaps one of the most outlandish denials of the democratic principle conceivable.

With all the eloquent and theoretical discussions of the nature of democracy, we are unsafe to proceed on any practical basis other than to accept the principle that democracy is majority rule, with the right of the minority to agitate to become the majority. American democracy functions by adherence to a federal constitution, which places definite limitations on state governments, which in turn places

definite limitations upon boards of education. Boards of education, in their turn, as the final political unit, place limitations upon the administration or the staff. It is within these limitations that any superintendent or staff must function in its program of education for democracy.

Obviously, boards of education vary widely in the limits placed upon the school staff by general and specific policy. An intelligent board will be guided greatly by the advice of the superintendent and the staff, but to insist that a superintendent and staff cannot operate to form policy democratically is for the most part pure nonsense. The only instance imaginable would be one where the board of education policy specifically provided that the superintendent would make all rules and regulations not already made by the board of education and that under no circumstances dare he consult his staff; and so far there is no record of a board having established such a policy!

When Democracy Enters —

EXIT—SUPERMAN

*Nolan Charles Kearney**

Much real progress is being made in dealing with the problems that face school administration today. The problems themselves are growing in number and in severity, but optimism springs from a clearer conception of objectives, better research, wider public participation, and contributions from other than the narrowly pedagogic disciplines. At the same time, unfortunately, all the old administrative clichés are being trotted out, groomed and sent to the post. All the old glittering generalities are being given an extra gleam and an added polish (you rub it on and you wipe it off) and handed out with the best intentions in the world.

The problems themselves may be stated in many ways—categorized with equally good logic according to many different patterns. They involve the financing of education in the face of increased enrollments and inflation, the administration of educational programs, the determination of policy and the delineation of executive authority, the reorganization of administrative units, the influencing of public opinion, the utilization of research, the development of good labor relations with professional and nonprofessional groups, and countless other problems great and small.

*Assistant Superintendent of Schools in Charge of Curriculum and Research, St. Paul, Minn.

It seems rather futile to discuss the solution of these problems in terms of the selection of superadministrators who have the answers at hand and the magic touch to either quickly charm or bully large segments of the population into accepting them. And yet, frequently, that is what is being done. For example, a recent article emphasized that school administrators should provide needed high quality leadership through following good business principles, gaining public support, building staff morale and in general, by giving life and spirit to the cause of education. The administrator should display integrity, intelligence, information, and an understanding of people. When these and many other generalities are spelled out, they amount to little more than saying that the good administrator must indeed be a good administrator.

When Plain Man Plays Superman

The fact of the matter is that the superadministrator does not exist who has, at his hand exclusively and preternaturally, a knowledge of business, of law, of philosophy, of psychology, of sociology and anthropology, of psychiatry, and mental health, of all the other special fields, and who has in addition the personality that charms while it dominates and wins friends while it influences people. The myth that

such men do exist and can be found is one of our sources of difficulty. It leads many sincere administrators and many prospective administrators into impossible situations in which they suffer untold embarrassment. They conceive of administration as knowing what to do and ordering inferiors to do it, so they study the patterns of administrative organization. They conceive of statesmanship as knowing what to do and, by means of a dignified wheedle, getting the public to do it, so they study the physical mannerisms and verbal statements of those whom they consider to be successful administrators. At the same time, they develop techniques by which to hide what they consider to be their own shortcomings. Influenced by the belief that they must be so competent as to be dominating without arousing resistance, they become overbearing and resentful of differences with their own opinions. In playing their superman role, they tend to become frustrated individuals masquerading in stuffed shirts. They bolster their ego by telling of their years of experience, their skill in avoiding issues, and their early mistakes before they learned to distinguish between theory and practice. They talk about leadership and followership and they regret that more people are not trained to follow. They become susceptible to flattery for they are playing a part and flat-

tery is their assurance that they are playing it well. They like to avoid issues by saying, "Human nature being what it is. . ."

Why Administrative Chasms?

This naïve assumption also misleads school boards and other selection agencies. The acceptance of the belief that a human dynamo can generate sparks for hundreds or thousands of lesser minds by revolving on its dignity, surrounded by a symmetrically wound field of sound principles, and lubricated by platitudes seems to border on psychological naïveté. Such dynamos rarely generate and store sufficient energy for headlights to pierce the dark and the fog, though they may in truth activate their horns surprisingly well. If the board is looking for superman, the candidate may feel impelled to play the part. He postures, he hints, he acts wise, he says neither too little nor too much, and he uses the illustrative jokes from the convention of ten years ago that are old enough to be safely new. He avoids committing himself regarding political and ideological matters, and when cornered in these areas he trudges vaguely up the middle of the road. He emphasizes his personal qualities and he relies on recommendations from those who have been impressed by his power and his prestige potential.

Fortunately or unfortunately as the case may be, such men are frequently able to hold their jobs through the use of the same techniques by which they obtain them in the first place. To the extent that this conception of administration prevails, there develops within our profession an esoteric cult of administrative surrogates between whom and the uninitiated there can be little sympathy or mutuality. In time those lower in the educational hierarchy grow tired of bosses who know or think they know just the psychological time for each hint and suggestion. Such leaders are thrown more and more upon their fellows in other towns and cities for the necessary professional fellowship. The picture could be drawn further. The final result is an unbridgeable chasm between leader and led. The psychological effect of position-prestige leadership on those who must suffer under it is damaging to the personality. It is unfair and unreal to expect a superior teacher day after day by attitude and by action if not by word to express inferiority and submissiveness to supervisors, principals, and those "higher."

Involving More People for Better Administration

The type of administrator discussed here is, of course, a stereotype that seldom occurs all wrapped up in one package. Probably the wonder is that he has not made a more frequent appearance than he has. For the tendency is to conform to the popular conception of the successful man in any profession is one that is hard to resist. Furthermore, the conditions that existed

a few short years ago in the schools were such as to encourage that type of administration. The problems then were simpler, partly because the conception of the objectives and functions of education was more limited. Teachers were not often professionally educated and their length of tenure was frequently short. Administrators themselves were not well trained, were held personally responsible for "discipline" in staff and student body, did not have at hand the great research resources that are now available, and frequently were not even chosen from the teaching profession. It was necessary to depend upon "good sense," personality, and practical politics.

Fortunately, a new type of administrator is developing in our schools. The knowledge is beginning to be available that is needed to bridge some of the old gaps between theory and practice, for — make no mistake about it — theory is practice. Any other kind of administrative theory is mere wordiness. When a man says, "It's all very well in theory, but. . ." he either doesn't think it's sufficiently good theory to merit trial or he hasn't the courage or gumption to apply it. In education, the emerging techniques of administration are being developed jointly on the firing line in the schools and in the universities and colleges. They are also being developed skillfully by pioneers in business, in industry, and in political science. They seem to meet the criteria that might be set for them by the various disciplines that deal with man and society. In this conception, the school administrator will devote his time to "involving" more and more people (professional and lay) in the actual operation of the schools, to freeing the creative abilities of those who work in the schools, to providing for freedom to experiment and for security and status for those with whom he works.

This type of administrator will have use for all the intelligence that may have been granted to him. He will want to know all that he can learn from the sciences that contribute to educational problems. But no matter how keen his intelligence, how much he knows, how long or wide his experience, or how fine his personality, he will know himself to be ineffective except as he works with others inside and outside the schools. He will know of the vast seas of his ignorance between the small islands of his competence. He will discard the role of superman as a monstrous and dangerous fraud. He will remember that the Greeks did not have much respect for their gods.

One basic need is the need for security, for a sense of belonging. A child who feels welcome in his class will do better in school and will grow and develop better. Teachers increasingly are doing their best to make sure that every child in their care feels that he is a part of the group, that he really belongs. — *Supt. Arthur Dondineu, Detroit.*

Better Status Through Democracy

Frequent statements of organized groups of administrators emphasize the trend toward co-operative planning by administrators, teachers, and pupils based upon mutual respect and confidence. Great value is placed upon democratically planned and accepted goals of education. The processes of democracy should be experienced by pupils through co-operative action in classes and school activities, through a continuing policy of interaction among teachers, pupils, and administrators and among school and community groups in order to better serve the needs of youth and society. The improvement of the professional status of the superintendency is often mentioned as a goal by administrators. They say there is necessity for the continuous study of the role of the school administrator as an educational leader. The danger is that such statements will be read with no real understanding of what the words mean. Let us take the words "mutual respect between pupils, teachers, and administrators." What do they mean? Do they mean gazing at one another with a beatific gleam in the eye? Do they mean approval of each other's moral respectability? Something else? What? Or let us take the "professional status of the superintendency." If that is improved will it draw the administrator farther away from his fellow workers? Does it make him either more untouchable or more irreproachable, depending on your viewpoint? What happens that matters in a school system where the superintendency has become professionalized? A careful examination of these and similar questions leads us to a new definition of administration.

Collective Help in Problem Solving

Where school boards subscribe to this conception of administration, it relieves the aspiring administrator of a great burden. He can actually take the stuffing out of his shirt. The melodrama will collapse without the posturing of its ham hero, but some sort of human symphony may take its place. The school board members will no longer look for superman — they will look instead for a school system where the sort of things are occurring that they want to occur in their own school. Then they will determine, if they can, what part the candidate has played in bringing about the desirable outcome. Perhaps they should even give him a good mark if it appears that he has been able to avoid obstructionism. The things that are happening with the pupils will be the focal point for their judgment and this will involve, of course, the immediate as well as the ultimate contribution of the schools to the community. Administrative know-how (and its importance must never be minimized) will then assume its proper place in the evaluation.

(Concluded on page 96)

The Place of Art in Elementary and Secondary Schools

Herbert A. Falk, Ph.D.*

In the January, 1902, issue of the *Cosmopolitan* magazine there appeared an autobiographical sketch in which the inimitable Elbert Hubbard expressed himself on art thus:

"Art is the expression of man's joy in his work, and all the joy and love that you can weave into a fabric comes out again and belongs to the individual who has the soul to appreciate it. Art is beauty; and beauty is a gratification, a peace and a solace to every normal man and woman. Beautiful sounds, beautiful colors, beautiful thoughts — how our souls hunger for them! — Art is the beautiful way of doing things." I feel sure that the reader like myself, is willing to accept this concept of art as a basis, at least, for our thinking on the place of art in the curriculum of our schools.

What constitutes the curriculum of a progressive school? The Sayville board of education believes that it includes all the experiences a child has in the process of acquiring an education. It has exemplified this by providing an attractive and happy environment for the child at school. This involves attractive school buildings and school grounds with artistic landscaping. Both the exterior and interior of the buildings must reflect good architectural design, aesthetic as well as functional. Each room should breathe a natural and pleasant atmosphere of the purpose for which it is intended to be used in the process of educational experience. The kindergarten, the arts and crafts room, the cafeteria, the music room, the science laboratory, the various home rooms — all should possess inspirational experiences which constitute the education of the whole child. "Schoolroom brown" as a color scheme for every room does not necessarily have an integrating effect on the child's learning processes. The experience of an aesthetically pleasant, desirable, and wholesome environment is definitely a part of the school curriculum. It is one of the major functions of a board of education to see that it is provided.

A Practical Lesson

And this is all closely related to the exposition of our topic. So is the matter of the school employees, whether they be faculty members or custodians of buildings and grounds — every individual associated with the work of the school. All should have a clear understanding of the purpose of the institution of which they are a

part; and they should be able to transform this purpose into effective action.

Just the other day I witnessed a good example of such understanding of purpose and child psychology by a custodian whose own formal education had been terminated unfortunately before completion of the sixth grade. He was called to pick up for repair a third-grade pupil's desk which had been carelessly damaged by the pupil.

better appreciate the beauty and value of a good smooth finish on a desk top.

Man's Joy in Beauty

Space limitations do not permit further examples of experiences on the playgrounds, in the cafeteria, in the corridors, and all the other byways as opportunities for teaching desirable social living to the citizens of tomorrow.



All too busy and interested in their respective activities to notice the camera.

The custodian requested the pupil to accompany him to the workshop. What followed was probably as good a lesson as that child will ever experience in school. He assisted in sanding the desk top until his tired wrists could no longer respond. The custodian completed that part of the task betimes consulting with his helper on when the proper smoothness was achieved.

The monetary value of the custodian's time and of the varnish needed to refinish the desk was translated into terms of the child's weekly spending allowance. Varnish was explained in terms of geographical origin of raw materials used in its manufacture, and how industry finally was able to make it available for use there in the shop. I was amazed at how much of the formal curriculum was included in the experience besides the valuable lesson of correct attitude toward care and consideration of public property. The reading lesson which developed from the label on the varnish can may not have been exactly exciting but it was practical. Nor will that boy ever forget how to spell "varnish." He can also

It is time to take up the subject of palette and a brush now that we may feel better oriented to the environment of a school which bases its concept of art as the expression of man's joy and satisfaction in his work and the beautiful way of doing things; a school which endeavors to integrate all experiences into a composite curriculum comprehensive in scope.

As we visit the two adjacent kindergarten rooms of the particular building in which we expect to find concrete evidence of the place of art in elementary education, we find them to be identical only in floor area and general arrangement. Each has its own attractive color scheme and wallpaper motif to delight the eyes and hold the interest of the small child. Each expresses an individuality of its own while both breathe an atmosphere of good taste. What better place to begin the training of a recognition and appreciation of form, color, and design than in the pupil's first contact with the school curriculum? Who would venture to say that such experiences and first contacts with good form,

*Superintendent of Schools, Sayville, N. Y.



No aversion to soap — carving.

harmonious colors, and pleasing design, even for a five-year-old child, does not facilitate the future teaching of art and its objectives as the child advances through successive grades? Those easels and workbenches are not provided as meaningless diversions for 25 exuberant little hellions. That type of animal has become extinct in the bailiwick of the present-day kindergarten teacher. With such media as modeling clay, water colors, finger paint, charcoal, crayons, pencil, and tools, the young child is given an opportunity to express himself.

Co-ordinating Skills and Interests

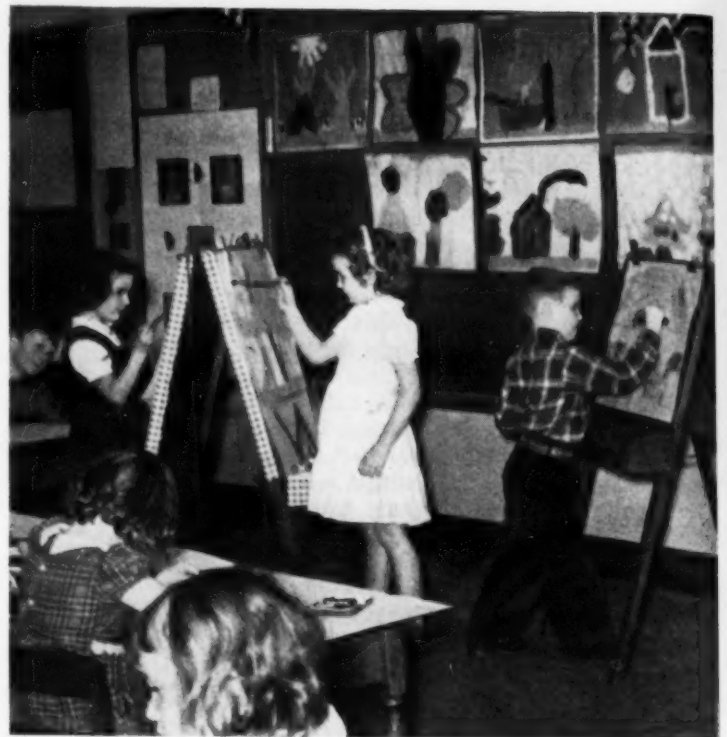
It is only through self-expression that an individual, either young or old, can hope to co-ordinate his own particular faculties and skills. Given that opportunity mental growth to the full capacity of the individual can more easily be achieved. As we move along through the successive grades there is ample evidence that this theory (with all due apologies to the editor and our readers) is exemplified in action. Art is constantly being co-ordinated with the other areas of the curriculum. The evidence is seen in the themes and expressed in the pupils' work on display in the various classrooms and display cases in the corridors. Every conceivable motif finds expression — the seasons, holidays, themes from lessons in reading, geography and history, local industry, and other local interests. Located as we are on the shore of Great South Bay, Long Island, the center of an extensive shellfish and marine fishing industry, marine motifs are naturally quite popular. This is as it should be. Our children thrill to the

sight of sails billowing in the wind when the weekly sailboat races are held. Many of them participate and others dream of the days when they too will take an active part in the sport. The parents of many of the children have their picturesque fishing boats anchored at the wharves of the boat basins. It requires no special urging to get these children to express their natural interests in the media of visual art. Every community has its own distinctive individuality of interests which can be similarly utilized as a point of departure in classroom instruction.

Our Arts and Crafts Room

The first glimpse of the special arts and crafts room will impress with its unorthodox character as compared with the traditional concept of a schoolroom. There is a minimum of blackboard space and a maximum of cork tackboard for display purposes. A typical hour of the school day will find approximately 30 children working, some at individual tasks and others at group projects — all too busy and interested in their respective activities to pay more than passing notice to visitors.

There is no evidence, such as might be expected, of an art teacher lecturing on the work of the old masters, or severely on the alert to see that *all* pupils in the room are drawing or painting the *same* still life model exactly as it might appear to the teacher. In fact it would seem that no teacher is present until we discover him kneeling over a large piece of kraft paper spread on the floor over on the far side of the room. He and the pupils' home-room teacher, whose interest in art is obviously



Theory is exemplified in action.

more academic than technical, are consulting with several pupils over their group project of painting a mural to illustrate the trek of the pioneers to the new frontier of the Oregon country. We learn that the mural is being prepared in co-ordination with the current lesson in social studies (history class to you). Over next to the sink we see some pupils who, at first glance, seem to be exercising a childish urge to make mud pies. Some very creditable sculptures will result from their efforts. There is evidence of this on display on yonder shelf. In another part of the room two boys are working at a bench while two other boys are assembling the work of the first two into a miniature stage and scenery frames. Two girls are painting a canvas to complete the scenery. At still another bench a young lad is carving a figurine, while near by two lassies seem to be making doll clothes. They inform us, however, with a justifiably slight air of superior wisdom, that they are making a costume for the puppet the boy is carving to perform on the miniature stage which is being built.

I discovered only a few weeks ago that two enterprising puppeteers had successfully turned their talents to lucrative purpose by offering very creditable puppet shows as entertainment for young children's birthday parties and similar social gatherings. Quite a number of adept arts and crafts workers have built up a sizable clientele for the marketing of the products of their handiwork. I offer no brief for these monetary aspects, but they attest to favorable judgment on the quality of the product.

Who Teaches Art?

Our observations show that kindergarten and primary grade teachers are chiefly responsible for art instruction in their grades. The special art teacher begins specialized instruction in the intermediate grades. This instruction takes place, as we have seen, in the arts and crafts room. In addition to this instruction assignment, the special art teacher advises and consults with the kindergarten and primary teachers. He is responsible for a type of in-service training instruction for those teachers who have not had advantage of adequate teacher training in the field of art.

Co-ordination of art with other curriculum areas calls for at least an elementary knowledge and skill in art on the part of every teacher regardless of his special field of teaching. I subscribe to the following statement of the art teacher in 1949 Yearbook of the National Art Education Association: "Because art experiences are close to the core of individual and social development and because they pervade all phases of living . . . ALL TEACHERS should have basic training in art." To assist all our teachers to achieve a higher degree of knowledge and skill in art education is one of the duties of the specialist in art and is made a part of regular in-service training. To my knowledge one of the greatest aids to such in-service training courses is the art workshops provided gratis by one of the large commercial manufacturers of art materials.¹

The work shops are conducted by master teachers in their field. I have read hundreds of letters of enthusiastic approval and praise for this project from the administrators of colleges, state departments of education, and all types of public and private school organizations from over the entire country. Many of our teachers have taken up some form of art as a personal hobby as a result of participation in these workshops. The practical training includes the use of practically all art media in arts and crafts in elementary school art teaching. The teacher learns to do by doing, and learns effective techniques and skills which she in turn may adapt to her teaching in the classroom. The company leaves no feeling of obligation, on the part of the school accepting this service, to purchase its products. It is unselfish effort to help education extend the scope and improve the caliber of instruction in art. I can recommend it without reservation to any school which feels the need of injecting new interest and life to its art education program.

High School Art Specialized

As the pupil moves on into secondary education in our high school he finds the opportunity for more specialized and technical instruction in art according to in-



Future citizens with a high level of good taste.

dividual interests, talents, and skills. In addition to becoming an ever increasing popular area in the curriculum for its selection as a major field of study, many students find the art curriculum a most desirable and valuable field for the selection of elective subjects.

Mechanical and architectural drawing have been made vital parts of the art program in our high school. In these courses the element of design is given particular emphasis, together with excellent technique in regard to quality of line, as well as accuracy. In architectural drawing the basis of good construction is taught since all pupils are potential home owners and as such should have some knowledge of practical construction fundamentals as well as an artistic sense of design.

The place of art in the elementary and secondary schools should be such that we can teach a recognition and appreciation of form, color, and design through a continuing program in each successive grade. Is it mere theory that we may then expect our future citizens, who will also constitute our future consumer public, to produce a higher level of good taste throughout the country? If their experiences train them to look for well-designed fabrics, wallpaper, dishes, glassware, garments, utensils, furniture, homes, automobiles, et cetera, is it not reasonable to assume that manufacturers of drab and shoddy materials will be forced to direct their efforts so their wares will be things of beauty, a gratification, a

peace and a solace to every normal man and woman? Would you not expect a child who has worked in modeling clay and produced figurines to have more than a passing interest in the statuary in our parks? Nature, undisturbed by man, never offends in producing color combinations. Under skilled direction these natural color harmonies can be studied and the principles adopted to the selection of such items as apparel and home decoration.

It must be quite obvious to the reader that to set forth the purpose and plan of art education in the elementary and secondary school, and do all this with a direct approach describing what is actually being done, is next to impossible in the necessarily limited space allocated to this article. If the reader has been awakened to the need and desire for further enlightenment the article has served a good purpose.

The author lays no claim to being a votary of art or the aesthetic; but I do resent the aspersion of the dean of the College of Education of one of our well-known universities in his article in the 1949 Yearbook of the National Art Education Association, titled "Selling Emotion to the Administrative Robot." He states as the theme sentence in one of his paragraphs that "All administrators are robots." I hope the good dean intended only a facetious approach to his arguments. In a more serious vein he says "you have to give him (the administrator) emotions." I have always been under the impression that our emotions are innate, and I still believe so. They may languish or be stifled for lack of a fertile field for expression, or even permitted to find expression in unsocial and harmful practices leading to delinquency. Emotions are present in all normal human beings and can be directed in our children into channels that lead to the beautiful way of doing things. All that is needed is adequate opportunity for expression. That is the place of art in the schools.

We believe that the most important resources of our nation are the abilities and talents of our people. It is of tremendous importance, therefore, that a democracy provide an education which will develop its greatest resources—the people of the land—in a manner befitting the maximum possibilities of each.

—Edwin A. Nelson, Brockton, Mass.

¹Binney and Smith Company, 41 East 42nd Street, New York 17, N. Y.

Lay Advisory Committee Membership

J. H. Hull*

The current development of the lay advisory committee movement is a revival of the town-meeting approach to the solution of problems pertaining to education.

The evidence discovered from 44 such committees in 21 states reveals that careful thought is put into planning for a truly representative cross-sectional membership.

Wide Representation Is Necessary

Consideration is given to an equal distribution of men and women, proportional representation from management and labor, parents and nonparents, industry, business, the professions, service groups, veterans organizations, geographical areas, and distinctive community groups. In addition, any considerable racial or minority group is included, if possible. Parent-teacher organizations usually are represented.

The greatest problem is to get representation in the proper proportions from the lower socioeconomic segments of the population.

Proper attention is also given to the age groups represented and to the representation from representative religious groups.

One of the pitfalls that should be guarded against is that of limiting the advisory group to the typical articulate minority of business and professional people in the community. It is well to think in terms of the various publics which the school system serves rather than the public in general, in thinking of the groups

which are to be represented on the committee.

Knowledge of the proportionate size of these publics within the school system is helpful. Usually it will be found that there is overlapping and that some of the members represent more than one group. When the family is considered as a unit, the connections with the various groups that one member represents is often multiplied.

Methods of Selection

It was found that 77 per cent of the committees studied had very wide cross-sectional representation. There seemed to be a point at issue, however, in the manner of selection of the members. Forty-eight per cent of the committees studied used the democratic method of letting parent organizations or second line organizations elect or choose their own representative. A second plan was the appointment of carefully selected members by the board of education or the president of the board. There were some 27 per cent who used this method.

Providing a compromise was a third plan whereby a portion were appointed and a portion elected by the second line organizations.

The latter two methods may be interpreted as attempts to control, and are perhaps not as acceptable as the first and most commonly used method, in view of the objectives of lay advisory committees.

Lay advisory committees of this type have been developed in school districts where the population is as small as 1000 and as large as 600,000. All types of communities—rural, urban, agricultural, industrial, and residential—have used them. They are a proved asset to school boards.

*This is the second article of a series based on a nationwide survey of "LAY ADVISORY COMMITTEES TO BOARDS OF EDUCATION." The first article described functional patterns of organization. A detailed summary of the entire study will be available from the California Association of School Administrators, 356 South Oak Knoll, Pasadena, Calif.; price, 50 cents. The author is superintendent of schools at Torrance, Calif.—Editor.

A School Bond Campaign as a Public Relations Opportunity

Lloyd K. Wood*

In discussions of school public relations programs, we are often warned that such a program is a continuing activity, and not just something which is stressed when the schools are requesting that the voters approve the issuance of bonds. This might tend to make us think that bond campaigns are an evil to be suffered, and which must be carried by the good public relations previously established.

It is certainly true that a public relations program is a year-round project, but our experience has been that a bond campaign can be one of the most potent factors in strengthening the good attitude of the people toward the schools.

At a recent bond election, the people of the Santa Rosa Elementary School District

voted 83 per cent "yes" on a proposal for the erection of elementary classrooms. They voted 80 per cent "yes" on a proposal for the erection of a junior-high auditorium-gymnasium-music building. Despite the fact that gymnasiums are often considered less vital than classrooms, this was the strongest vote of approval which a schoolhousing project has received in this district.

If a bond election campaign is to strengthen the schools' public relations situation, how may it be organized with this end in mind?

The Santa Rosa campaign objective was based on three simple procedures:

Three Effective Procedures

1. Based on a careful objective survey of school and preschool population, a plan was set up. It aimed at providing for housing for all children now living in the district,

with the proposed placement of such housing determined by the present residence of school and preschool children.

2. A real effort was made to acquaint the people of the district with every detail of the plan, and of the surveys and philosophy which resulted in its formation.

3. The people of the district were urged to exercise their right as citizens and vote in the election, regardless of how they had decided to vote.

The plan showed the need, physical equipment necessary to meet the need, and the means of securing and financing this indicated housing. The actual buildings, their location and estimated cost, were all a part of the plan. The method of financing, with estimated interest costs, and relation of such financing to increase in tax rate and increase in bonded indebtedness, were clearly indicated.

General Participation Helpful

Acquainting the people with the needs and the proposed plan was a project which called for participation of many individuals and organizations in the community. The participation was an important factor in creating a feeling of unity between the people and the schools. Everyone in Santa Rosa who had a good word for the proposed plan thereby established a personal stake in the welfare of the schools, all aside from his normal interest and feeling of support.

In the program of thoroughly acquainting the people with the bond proposals, the two local newspapers gave the finest of co-operation, both as to news coverage and editorial policy.

Radio Station KSRO staged two round-table discussions and many spot announcements.

The Parent-Teachers' Association sent bulletins home by children, telephoned every registered voter who could be reached by phone on the day before the election, ran an advertisement in the local papers, and held discussions in every P.T.A. group.

Every service group and women's organization in the region devoted a program to the bond proposals, as did the Granges and Farm Centers of the High School District.

The City Council signified its support; so did the Chamber of Commerce, the Junior Chamber of Commerce. The Taxpayers' Association gave assistance in the assembling of information.

The Teachers' Association provided transportation to the polls and paid for newspaper advertising and a traveling billboard with a loud-speaker.

Private citizens contributed funds for the erection of a large billboard on a downtown corner, and local merchants included a call to the polls in their display advertising.

Facts Versus Emotionalism

On the basis of the information which was made so readily available to all, many citizens actively urged their friends and acquaintances to vote for the bonds.

There were no emotional appeals, no parades, and no emphasis on the horrors of inadequate housing. The Santa Rosa board of education feels that democracy is best served by presenting all the facts to all the people in such a way that they can be understood and given intelligent consideration, and then urging the people to use their own judgment at the polls. An adequate building program was assured, and, probably more important than that, many people throughout the community now know the schools better than they ever did before, and have had an active hand in maintaining those schools as the kind of institutions they want for the children of the community.

A bond campaign can be a trying experience, but it can also be one of the best of tools for maintaining and strengthening good relations between the people and their schools.

*Superintendent of Schools, Santa Rosa, Calif.

How to Estimate Future Public School Enrollments

Paul A. Hedlund*

The increased numbers of children born during and after World War II are now beginning to swell school enrollments in the lower grades. School enrollments will continue to increase for about ten years. This fact, plus the delays in school construction brought on by the depression and the war, has brought most of the nation's school districts face to face with a pressing problem in school building construction. In planning adequate schools for all these children, a first essential for the superintendent of schools is a simple but reliable method for estimating public school enrollments for the next 10 or 15 years. The New York State Education department has recently issued a bulletin describing several such methods, with illustrative work sheets. The simplest and most universally useful of these work sheets is described and illustrated in this article.

Reliable Birth Data

All methods of estimating future public school enrollments begin with a record of live births to residents of the school district. The word *residents* in the previous sentence indicates the first important error that can be made in estimating school enrollments. If the school district is a city or village with hospital facilities, many births within the school district will probably be to nonresident women, and these births should, of course, not be considered in estimating school enrollments. If the school district is a rural area with no hospital facilities, many births to its residents will occur outside the school district, but these births must be considered in estimating future school enrollments. Local records of births seldom distinguish between births to residents and nonresidents. If this distinction is not made, the record is useless for estimating school enrollments.

Fortunately, most state health departments maintain records of births classified by the usual residence of the mother. The usual practice is to record live births to residents by counties, townships, cities and villages. If the school district is coterminous with one of these birth-recording areas, it can readily secure a record of live births to its residents.

In most cases, however, the school district is not coterminous with a state birth-recording area. In such a case, select that birth-recording area which is most comparable to the school district in birth rate, and secure the record of births to residents

of that area. Since the only purpose of these birth data is to establish birth trends, it is not essential that the area studied be coterminous with the school district, but only that it be like the school district as to birth rate. If a school district includes the greater part of a city, births for the entire city could probably be used. If a rural district includes part of a township, births for the township could probably be used. If a central district includes parts of several townships, births for all the townships could probably be used.

A Sample Work Sheet

In the sample work sheet illustrated, enrollments are estimated for a hypothetical school district. The process will be described step by step.

Births to residents of the school district or to residents of a comparable area from 1940 to 1948 were entered in the first column. Births from 1949 to 1956 were

estimated by assuming that the downward trend which began in 1948 will continue and that births will decline steadily until 1955, at which time they will become stabilized at the 1940 level. This view is commonly held by population experts.

In the second column of the work sheet these births were grouped into three-year overlapping periods. For example, the 653 births at the top of the column was obtained by adding the appropriate figures in the first column, namely 197, 211, and 245.

In the third column a birth index was calculated, comparing the births in each three-year period to the births in the base period (1940-41-42). For example, the 911 births in the three-year period 1946-47-48 are 140 per cent of the 653 births in the base period 1940-41-42. Like a cost-of-living index, this means that births were up 40 per cent from those of the base year.

A SAMPLE WORK SHEET TO ESTIMATE FUTURE PUBLIC SCHOOL ENROLLMENTS FROM PAST ENROLLMENTS AND FROM DATA ON BIRTH TRENDS IN AN AREA COMPARABLE TO THE SCHOOL DISTRICT

Live births to residents of the area most comparable to the school district in birth rate		Birth index Births in each 3-year period Births in 1940-41-42	School year	Enrollment by 3-grade groups and ratio of enrollment to that of same pupil group three years earlier*					Total Enrollment K-12		
				Kindergarten	Grades 1-2-3	Grades 4-5-6	Grades 7-8-9	Grades 10-11-12			
By years	By 3-year overlapping periods				E	R*	E	E	R	E	R
			1943-44	53	.33	152	148		146		599
			1944-45	48	.31	162	146		148		606
			1945-46	47	.30	154	140		152		595
			1946-47	55	.34	158	136	.89	150	1.01	601
			1947-48	61	.34	164	140	.86	142	.97	611
			1948-49	64		178	140	.91	140	1.00	630
										
1942 245	1940-41-42 653	1.00									
1943 250	1941-42-43 706	1.08									
1944 229	1942-43-44 724	1.11	1949-50	63	.32	192	141	.89	135	.99	636
1945 234	1943-44-45 713	1.09	1950-51	62		198	146		139		644
1946 286	1944-45-46 749	1.15	1951-52	66		194	158		139		655
1947 323	1945-46-47 843	1.29	1952-53	74		205	171		140		685
1948 302	1946-47-48 911	1.40	1953-54	80		230	176		145		728
.....	1954-55	79		249	173		156		754
1949 285	1947-48-49 910	1.39	1955-56	75		247	182		169		771
1950 268	1948-49-50 855	1.31	1956-57	70		233	205		174		784
1951 253	1949-50-51 806	1.23	1957-58	66		219	222		171		787
1952 237	1950-51-52 758	1.16	1958-59	62		206	220		180		786
1953 223	1951-52-53 713	1.09	1959-60	59		194	207		203		785
1954 212	1952-53-54 672	1.03	1960-61	55		183	195		220		773
1955 197	1953-54-55 632	.97	1961-62	53		173	183		218		753
1956 197	1954-55-56 606	.93	1962-63	50		166	173		205		736

*Associate Education Supervisor (Research), State Education Department, Albany, N. Y.

*For kindergarten the ratio is a comparison of enrollment to that of Grades 1-2-3 a year later.

The District's Enrollment Experience

The school district's September enrollments for the past six years,¹ by three-grade groups except for kindergarten, were studied to determine what was the usual ratio between a three-grade enrollment and the enrollment in the same pupil group three years earlier. For example, the 136 pupils enrolled in grades 4-5-6 in 1946-47 were 89 per cent of the 152 pupils enrolled in grades 1-2-3 three years earlier. The enrollment ratio for kindergarten is of a slightly different nature. It compares the kindergarten enrollment of a given year with the enrollment in grades 1-2-3 a year later. For example, the 53 pupils enrolled in kindergarten in 1943-44 were 33 per cent of the 162 pupils enrolled in grades 1-2-3 a year later.

In estimating enrollments for a proposed new central school district, the enrollments of all the component districts for a six-year period would be lumped together as the enrollments of a single district before the enrollment ratios are calculated.

Estimating Enrollments in Grades 1-2-3

The births for the three-year period 1940-41-42 were placed opposite the school year 1948-49 on the work sheet because in that school year the children born in the three-year period 1940-41-42 will be 6, 7, and 8 years old and will be enrolled in grades 1-2-3.

In estimating enrollments it is assumed that the enrollments in grades 1-2-3 will increase or decrease *at the same rate* as births in a comparable area six, seven, and eight years earlier. Therefore, in estimating the enrollment in grades 1-2-3 for 1949-50 and for each succeeding year, the 1948-49 enrollment, 178 pupils, is multiplied by the birth index found in the third column of the work sheet opposite the school year in question. For example, the enrollment in grades 1-2-3 for 1949-50 will probably be 192 pupils, or 108 per cent of the 1948-49 enrollment of 178 pupils. If births in a comparable area have gone up 8 per cent in the appropriate years, it is reasonable to expect that resulting enrollments will likewise go up 8 per cent. The 1948-49 enrollment, 178 pupils (indicated in bold face type) is used as a base for all these estimates of enrollment in grades 1-2-3.

[If resident birth records are available for the five years preceding 1940, it is possible to estimate enrollments in grades 1-2-3 upon a broader base of experience and hence to have more confidence in their accuracy. In this case, the third column birth index is omitted from the work sheet, and instead a series of ratios is computed showing what proportion the grade 1-2-3 enrollment in each year bears to the resident births of six, seven, and eight years earlier. The only such ratio that can be

¹The time orientation of this work sheet is early 1949, before 1949-50 enrollments were known.

CORRECTION OF ENROLLMENT ESTIMATES

School Year	49-50	50-51	51-52	52-53	53-54	54-55	55-56	56-57
Estimated enrollment	633	644	664	699	730	751	770	780
Correction for limited capacity of parochial school		+3	+7	+14	+20	+24	+28	+30
Cumulative correction for increased immigration		+8	+16	+24	+32	+40	+48	+52
Corrected estimate of enrollment	633	655	687	737	782	815	846	862

computed from data in the sample work sheet is the one for the school year 1948-49; it is $\frac{178}{633}$ or .27. Similar ratios should be computed for the five preceding years, and these ratios averaged or otherwise studied to select a ratio to be used in estimating future enrollments in grades 1-2-3 from resident births six, seven, and eight years earlier. Suppose that this average ratio is found to be .28. The estimated enrollment in grades 1-2-3 for 1949-50 would then be $.28 \times 706$ or 198, and similarly down the column, multiplying each figure in the second column by .28. The procedure suggested in this paragraph will eliminate the danger that the enrollment in the base year (178) is not a typical one.]

Estimating Enrollments in Other Grades

This district's past experience with enrollments in grades 4-5-6 is that about 89 per cent (an average of the obtained enrollment ratios: 89, 86, and 91) of the pupils enrolled in grades 1-2-3 will be found three years later in grades 4-5-6. Therefore, the enrollment ratio of 89 is used to estimate grade 4-5-6 enrollments in 1949-50 and in each succeeding year.²

The enrollments in grades 4-5-6 were estimated by taking, for each year, 89 per cent of the enrollment in grades 1-2-3 three years earlier. For example, it was estimated that 141 pupils would be enrolled in grades 4-5-6 in 1949-50 because this is 89 per cent of the 158 pupils who were enrolled in grades 1-2-3 three years earlier.

Enrollments in grades 7-8-9 were similarly estimated by projecting enrollments of grades 4-5-6 three years earlier, and grades 10-11-12 enrollments, by projecting enrollments of grades 7-8-9 three years earlier, each time using the average enrollment ratio appropriate for the grades in question.

For estimating kindergarten enrollments the procedure was reversed. It was estimated that 63 pupils would be enrolled in kindergarten in 1949-50 because this is 32 per cent of the 198 pupils who will probably be enrolled in grades 1-2-3 for the year following. The 1962-63 kindergarten enrollment could not be estimated by the means described above, but was estimated instead by extending the enrollment trend noted in the grade.

²If the obtained ratios (89, 86, and 91) had indicated a trend, which they do not, it might have been more accurate to estimate future enrollments on the basis of a ratio in harmony with this trend.

The estimates for each grade group were then added across the page to give a total estimated enrollment for each of the next 14 school years.

Limitations of the Estimates

All figures above the dotted lines represent actual enrollment experience in the district and birth trends in a comparable area. All figures below the dotted lines are estimates made in the light of the above experience. The estimates of enrollment assume that all factors except births will continue to operate in the same way and to the same degree that they did in the previous six-year period. The estimates assume, for example, that migration trends will continue as in the past six years, that private and parochial schools will continue to absorb a similar proportion of the pupils, that the holding power of the senior high school will remain the same, and that promotional policies will remain unchanged. If there is any reason to believe that these assumptions are not valid, corrections should be made in the final results through the use of a supplementary work sheet like the one illustrated. By this means the effect of each of the above factors can be estimated separately.

The first correction in the above table was made necessary because the local parochial school had already reached its capacity of 126 pupils. The correction added to public school enrollment each year is the expected increase in parochial school enrollment, since the parochial school is able to absorb no more pupils, and plans no expansion.

The second correction above represents an increase in immigration expected because of the construction of a new highway which will stimulate a suburban development in this school district. It was estimated that this would cause an increase of about eight pupils a year. Corrections such as these are not as simple as they may appear because it is not the total effect of migration that is being assessed but only the effect of migration over and above that present in the six-year period used in establishing the enrollment ratios for each group of grades.

It must be emphasized that the end results of this process are not precise figures, but *estimates* of future enrollment based upon a careful consideration of all available data. They are, of course, no more precise than the data upon which they are based, and should be interpreted accordingly.

(Concluded on page 94)

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The Local Community Feels Its —

“The Very Model of a Modern School Board” *Margaret Kurilecz**

In these days of tension and conflict, in the educational world as well as the political, it may seem unusual for a teacher to find words of praise for the school board for whom she works. It does not seem so unusual, however, when one knows of the pattern of action that has been set by the board of education of Dobbs Ferry, N. Y., within the past three years — a pattern which may well serve for other school boards to follow and which, to paraphrase the words of the song from “The Pirates of Penzance,” makes this school board seem “the very model of a modern” school board. If Dobbs Ferry continues along the line which has been laid down, it can most certainly have a good school system and satisfied parents and teachers.

The basic idea that determines the direction of this line of action is the simple one that underlies all democratic action — that all those who are concerned in the endeavor share in the planning and in the carrying out of the plan. In any school situation, that means the board of education, the parents, and the school staff.

Dobbs Ferry first became conscious of the importance of working together three years ago when a group of parents became concerned about the condition of their schools. Not being able to get satisfactory answers to their questions from their own observations, they turned to their board of education with a request for

a formal survey of the schools. The board appropriated the money for a co-operative survey conducted with the assistance of the School of Education of New York University, to determine the status of the educational program in Dobbs Ferry and to recommend any improvements that seemed necessary as indicated by the facts uncovered.

Steering Committee Chosen

The board adhered very closely to the pattern indicated by New York University as necessary to an effective survey and follow-up program. A steering committee was set up which included the five members of the board; five laymen (including three representatives of the Home and School Association); three teachers (one from the elementary school, one from the junior high school, and one from the senior high school); and three administrators (the superintendent, the elementary school principal, and the high school principal). This group met once a month to keep itself informed on the progress of the various committees which were set up, each including representatives from the board, the administration, the teachers, laymen, and staff members of the N.Y.U. School of Education. As an important aspect of the program, the board designated two members of the steering committee to be responsible for the newspaper releases on the progress of the survey.

This three-way representation of board, school staff and community operated not only during the survey year, 1947-48; but it con-

tinued to operate during 1948-49, when a school-wide in-service training program functioned to work out the recommendations of the survey. The Steering Committee for this in-service program included members from the three groups. At the end of the year's intensive work, financed by the school district, the three groups participated in an evening program which was a progress report to the community. The past president of the board acted as chairman of the meeting and skillfully linked the reports of progress to the needs as revealed in the survey. The board also announced its plan to print and distribute a digest of these reports to all parents and taxpayers of Dobbs Ferry.

Program Builds up Morale

In addition to appropriating money for the survey and the follow-up in-service program, the board had set aside \$750 to be used for summer workshop experience immediately after the survey had been completed. It had been recommended that the three administrators and three teachers (preferably one from each of the three schools) jointly attend the workshop conducted by the New York University School of Education and plan for the in-service program to follow the survey. Five members of the school staff worked throughout the summer of 1948 and became the nucleus of the Steering Committee which was formed in September, 1948, and which functioned during 1948-49. Upon recommendation of the school staff in May, 1949, the board



BOARD OF EDUCATION, DOBBS FERRY, NEW YORK

Left to right: Jefferson Purcell; Paschal Puzzuoli; Hudson Kellogg; Richard Hazen, president; Victor Burlock, clerk; Edward Bathon; Mrs. Elaine Koehl.

voted \$500 to pay for further workshop experience in the summer of 1949; and four teachers availed themselves of this opportunity.

Such a policy on the part of the board of education pays off generously as an investment. Staff members returning from summer school are immediately of greater value to their classes and their school and prove the worth of further study of their colleagues. In terms of faculty morale, too, this kind of investment is a sound one, for teachers appreciate the confidence shown in them by their board.

The Dobbs Ferry Board of Education has also shown confidence in its faculty by asking for its recommendations in three significant areas: (1) in the salary schedule, (2) in the budget, and (3) in the choice of a new superintendent. For a number of years, the board has invited the staff to submit its recommendations for adjustments in the salary schedule. In the winter of 1946-47, the board invited the staff to an open hearing on the salary schedule and the opinions expressed at that meeting were reflected in the schedule that was adopted in 1947. In the spring of 1949, the board also asked the faculty to submit in written form its recommendations for the budget which would provide for some of the needs that had been recognized in the study carried on during the in-service program of 1948-49. These recommendations had previously been discussed informally by the board and the staff in a series of five evening meetings, in the course of which every member of the staff had an opportunity to meet every member of the board. In some cases, it was the first chance for acquaintanceship and both board and faculty expressed their appreciation of the social and professional value of these contacts.

Helping Choose a Superintendent

The most striking example of the confidence of the board in the faculty came in an invitation to the faculty to submit their ideas on the

kind of superintendent they would like to have to fill the vacancy created by the resignation of the superintendent. The faculty was asked to name specific individuals for the position, if they so wished. The board also welcomed similar expressions from the community.

Eliminate Report Cards

From Juab Schools *Golden Oldroyd**

During the 1949-50 school year, the Juab School District, at Nephi, Utah, abolished report cards and replaced them with Parent-Teacher Conferences.

The better method of helping the child to improve in school is through the parents' and teacher's concern and co-operation. This may be achieved when the teacher and parent sit down together and frankly and fairly discuss the child as an *individual*. A child's education is not confined to the school, but goes on all the time. The teacher can show the parent by the conference method her interest in, and her love for, the child.

At a conference parent and teacher can discuss their mutual responsibility of cultivating the child's interests, of guiding the child in the acquisition of wholesome knowledge and skills, and of fostering creative expression in and out of school. Effective guidance must be the concern of both the parent and the teacher.

The teacher invites the parents to meet her at the school for 15 minutes once each nine weeks throughout the school year from 3:30-4:30 p.m. A report card is given at the end of the school year. The number of conferences beyond those scheduled depends upon the need of the individual child.

*Principal, Nephi Central School, Nephi, Utah.

In its readiness to work with its faculty and the community in such a way that all those concerned with the school are involved in the planning for it, the Dobbs Ferry board of education has laid a sound foundation for a successful school program and an interested and satisfied personnel.

The Nephi schools have improved because of these parent-teacher conferences. The conferences do require some effort and planning on the part of both parents and teachers. Some provision seems necessary to relieve the teacher of certain routine duties. Whenever either the parent or the teacher feels that a conference is needed, some provision should be made for such a meeting at a time satisfactory to both. At a minimum one or two conferences are needed for every school child each year, but more are needed for certain children.

The sending of report cards home is not as good a method of reporting to parents, as parent-teacher conferences. Report cards indicate a lack of uniformity of what teachers believe should be considered in marking or grading a child. Some teachers consider one factor, some many. For example, one teacher will mark solely on achievement in the school subjects. Another will consider a score of factors, such as industry, effort, attention, participation in class discussion, originality, initiative, etc. This variation in basic considerations makes report cards lack reliability. Too often, teachers do not consider the child as an individual. The co-operative conference overcomes these defects of the report cards.



Enthusiastic sponsors of a remodeling program for bringing all the elementary buildings up to modern standards are in Anderson, Indiana, the school city's superintendent, and board of trustees. Pictured above is the head of the schools and the present board. From left to right: Superintendent A. R. Chadd; Robert George, board secretary; J. E. Mitchell; Mrs. Loretta Neff; Glen Rogers, treasurer; Victor H. Riggs, president.

WE SAW IT FIRST

Paul Irvine¹

As I got off the train at a small western town, I was struck by a big sign that covered the side of a real estate office. It said: "We Saw It First." The real estate man was proclaiming his pride in his town's prosperity and, incidentally, its opportunities for investors.

With similar pride, educators may look upon readability techniques as the product of their profession. "We saw it first." These techniques have contributed to the improvement of textbooks. They have been used in the production of teaching materials. However, they have yet to be discovered by the school administrator as devices for making his program of interpretation more effective.

Many schoolmen are deeply concerned about this problem of school interpretation. A superintendent said recently:

"We wait until we are in a crisis; then we try to make a case for school support. People are suspicious of high-pressure methods. They don't know enough about the schools to be sure we're telling the truth. They know it isn't the whole truth.

"What we need is a continuous program of interpretation. People need to know what school conditions are, what the schools are trying to do, and what is needed for a good program. I believe that consistent and honest interpretation will gain the people's support for better schools."

In such a program of interpretation the printed page will play an important part. It is here — in news releases and annual reports — that the administrator can use readability techniques to advantage. They will help him reach his whole public — the parents, the voters, the taxpayers — to whom the schools belong.

People Are Reading More

Few of us realize how radically the reading habits of the American public have changed within our lifetime. This change is due, not so much to increased literacy of the people, as to refinements in the art of reaching people with the printed word. Magazines, newspapers, and best sellers pour out in increasing volume to a vastly increased number of readers. People are now reading a greater volume of material on a wider range of subjects than ever before.

The secret lies in the fact that publications have found a new key to writing for this larger public. More than ever before,

Readability techniques, first developed by educators, have been used effectively by magazines, newspapers, advertisers to reach greater numbers of readers. We need to bring these techniques "back home" to make school interpretation more effective.

people find materials that they can read. Popular magazines, digests, best sellers, pulps — all are written so that large numbers of people can read them. The techniques of readability are being used with dramatic success by popular magazines, newspapers, and certain federal agencies. The phenomenal success of such magazines as *Reader's Digest*, *Time*, and *Newsweek* is due, in part, to scientific control of the reading difficulty of their articles. The news services have made public their efforts to improve their releases by using readability techniques. Certain farm magazines have found that clear and simple writing expands their circulation and influence. We are in the midst of a nationwide movement to make written language serve more people more effectively. It is critically important to our nation's welfare that the schools interpret their program to the people. These new techniques are a key to effective interpretation.

Writing to Reach People

Several obstacles must be overcome in writing to the public. First, the schoolman, like all professionals, tends to use the terms of his profession. These terms are not the language of the people. His purpose here is not to impress his colleagues; it is to inform large numbers of people.

It is easy for him to copy the typical government lingo. For instance, he might release this information regarding the school lunch program:

The U. S. Department of Agriculture requires that foods which it designates from time to time as being in abundance will be purchased in as large quantities as may be efficiently utilized in the school lunch program and the maximum consumption of such foods by children who are served lunches will be encouraged. . . .

The U. S. Department of Agriculture requires that each school accept in as large quantities as is consistent with good program operation such agricultural commodities and other foods as may be offered as a donation by the Department of Agriculture to be consumed exclusively in the school lunch program.

More people would read his release if he wrote in some such style as this:

From time to time the U.S.D.A. designates certain foods as being in abundance. It buys as much of these foods as can be used efficiently in the school lunch program. It is expected that the lunch program in each school will encourage children to eat these abundant foods. . . .

The U.S.D.A. donates these foods to the school lunch program. It requires each school to use as much of each food as it can in well-balanced meals. The school may not use these foods except in its lunch program.

The following statement would be quite useless as a news release:

Because of many sociological and ideological changes that have taken place in our culture, it would seem inevitable and appropriate that educational objectives and procedures be modified.

Contrast this with a statement written for the layman:²

Schools are changing because times and insights are changing. In the past fifty years more has been discovered about how learning takes place than in all the centuries before. Schools are changing, and they will continue to change. We cannot go back to the old education any more than we can go back to the horse and buggy doctor, to the back-yard pump, or to the kerosene lamp. We are not going back to the old education because we know better. This does not mean that we shall have an education built on crack-pot ideas and haywire notions. Schools have ways of trying out and testing new ideas in common-sense fashion. Around what is good and solid of the old, schools are adding and will continue to add better procedures, better practices, new services that are valuable to the growth of youngsters.

Using Readability Formulas

The readability formula is an aid in adapting writing to fit a reading audience. A formula tells you how hard your writing is for people to read. It measures certain factors in your writing which are closely related to reading difficulty.

A formula is a valuable tool in the hand of the interpreter. If you know the educational level of your readers, the formula gives you a fairly reliable estimate of how well you are reaching them. Suppose your newspaper release scores "eleventh grade" reading difficulty;³ this score tells you that it will be hard reading for most newspaper readers, whose average reading ability is around eighth. The formula not only shows you that your writing is too hard. It also shows you what you can do about it.

The most widely used formulas for measuring "adult" reading material are those devised by Dr. Rudolf Flesch. They measure three style factors: sentence length, weight of vocabulary, and the use of words that suggest personal or human relationships. These are only three of many style factors, of course, but they are three which have a proved effect upon reading difficulty. These three factors suggest three

¹Education Interpretation Service, Alabama Polytechnic Institute, Auburn, Ala.

²*A Look At Our Schools*, by Paul R. Mort and William S. Vincent (New York: Cattell and Company, Inc., 1946).

³See readability scale on page 32.

rules for clear, concise writing. In the following paragraphs we shall discuss the three rules, and how the formula may aid you in applying them to your own writing.

Short Sentences Aid Digestion

Sentence length is probably the easiest of all writing factors to control. A simple sentence expresses one thought. It is easy to read. On the other hand, a sentence as long and complex as this one, containing as it does several related ideas, the relationship of which may not be easily or quickly grasped by the reader, tends to be difficult reading. Ripley has said: "A long sentence is like bolting your food. But several short sentences are like taking small bites and chewing them well. That aids digestion."

Of course you want your sentences to vary in length and style. But a few short sentences help the reader. A long sentence is an unnecessary barrier in his path as he tries to follow your meaning. Here is an example of a long, complicated sentence, taken from a report written by school administrators for other school administrators:

In attempting to meet specific needs, many of which are occasioned by the war emergency but felt in the local community, the schools and colleges are not departing from their basic philosophy of focusing emphasis upon the needs of the individual and the community in order to provide the kind and amount of education that will enable the individual to live most happily and usefully according to the principles of American democracy and to contribute to the development and preservation of a peaceful, co-operative and equitable world order to the fullest extent of his capacity.

By re-reading that sentence a couple of times, you can get the general idea of what the writer is trying to say. But if you were reading that report in your leisure time, or during busy office hours, you wouldn't take the trouble. You would just go on. And if you hit a couple more of those sentences, you would probably stop reading the report altogether.

That sentence contains 95 words; it has nine different verbs, in various forms. Without changing the vocabulary at all, we can say the same thing this way:

The schools have attempted to meet certain specific needs, occasioned by the war emergency. However, they have not departed from their basic philosophy. They continue to focus emphasis upon the needs of the individual and the community. Thus they provide the kind and amount of education which enables individuals to live most happily and usefully according to the principles of American democracy. Such individuals should be able to contribute to the full extent of their capacity to the development and preservation of a peaceful, co-operative and equitable world order.

The passage now contains 87 words split up into 5 sentences. Some of the sentences still say more than one thing. But the material is broken up into digestible bites.

This sentence is, admittedly, a particularly "horrible example." But you will undoubtedly find some 50- or 60-word monsters in the materials on your desk right now. And it is more than likely that

READABILITY SCALE⁴

Reading Level	Easy	Fairly Easy	Standard	Fairly Hard	Hard
Average Sentence length in words	11	14	17	21	25
Syllables per 100 words	134	142	150	158	166
Personal references per 100 words	14	10	6	4	3
Typical magazines	Pulps	Collier's Sat. Eve. Post	Reader's Digest Time	Literary	Scholarly

those 60-words occur in the reports that you "skimmed over" or stopped reading in the middle.

At the top of this column is a yardstick for measuring your writing. It shows that an average sentence length of 17 words is good for the general public; it also shows that an average of 20 to 22 words is high enough even for professional writing. If your average is much above that, you run the grave danger of having your article set aside, partially unread, by even the most literate reader.

Don't Utilize "Utilize"; Use "Use"!

The words of our everyday language are quickly recognized. For the most part they are concrete in meaning. Abstract words tend to make reading hard. They are usually "built up" from Latin or Greek roots. Sometimes it is absolutely necessary to use a long word, but often an "easy" one can be substituted with no loss in meaning. Changing only one word in a paragraph—changing *utilization* to *use*, for instance—may not make much difference in reading ease. But the difference between a paragraph full of four-syllable words and one with only a few scattered ones is great.

Let's refer back to our horrible example. We have cured its greatest fault—excessive length. But it still has a large number of unnecessary hard words along with several necessary ones. Here is one way it might be revised, changing vocabulary without changing the meaning:

The schools have tried to meet certain needs that have arisen because of the war. However, they have held to their basic philosophy. They still stress the needs of the child and of the community. Thus they provide the kind of education which makes it possible for people to live happy and useful lives in a democracy. People so educated will be able to help build and maintain a peaceful, just and co-operative world order.

Dr. Flesch has found that counting the number of syllables in a 100-word passage gives a fairly accurate measure of the vocabulary load of that passage. One hundred and fifty syllables or less per 100

⁴Adapted from Flesch, Rudolph, *The Art of Readable Writing* (New York: Harper and Brothers, 1949), \$3.

words is a good level to strive for in writing to the public. More than 160 indicates difficult reading for the average reader and "slow going" for the best reader. Our original example averaged about 189 syllables per 100 words; the last revision brings it down to 149.

People Like to Read About People

Whenever you can, make the most of the *human* aspects of your subject. How does your subject relate to people? Why is it important to the reader? This is your key for writing in a human way. Use people's names, conversation, anecdotes; in some cases you can talk directly to the reader, using "I," "you," and "we."

The following example is typical of articles written in professional magazines for elementary teachers:

It is essential that teaching personnel in the elementary schools create and maintain an atmosphere in which universal participation in discussion is not only permitted but encouraged?

Why not reduce it to the form in which the teacher-reader will use it?

The children in your class should feel that you want them to speak up when they have something to say on the subject you are discussing.

Flesch has found that the more personal references there are in a passage, the easier it is to read. Personal references include:

- 1) All personal pronouns, such as *you, him, we, they* (when it refers to people, not things), *ourselves, my*, etc.;
- 2) Names of People;
- 3) Words that refer to human beings and human relationships, such as *father, brother, aunt, grandpa, lady, family, friend*, and also the words *people* (not *peoples*), and *folks* (not *folk*).

When you are writing to the public, your writing should contain 7 to 8 of these words per 100 words. When you are writing to members of your own profession, you should average at least 4 personal words in 100 words.

The readability scale above is a yardstick for measuring your writing. It will tell you how hard your writing is to read. It will also suggest how you may revise it: by shorter and less complex sentences; by more commonly used words; by increasing its human appeal.

It may seem like a lot of trouble to count 100-word samples of your article. But you will be repaid many times over—repaid in better public understanding and support of your school program.

FOR BETTER PUBLIC RELATIONS

Maybe if each school would use the old school bell to herald the beginning and end of the school day, more and more people would realize they have a school in their community.—Arthur R. Simonson, Rockford, Ill.

Misleadings vs. Actualities in Spelling

Douglas F. Dickerson, Sc.D.*

Many studies have been made of the vocabularies of children in the various elementary school grades and as many recommendations on word placement have been made. Two of the outstanding recent studies are that by Henry D. Rinsland, professor of education and director of the bureau of educational research of the University of Oklahoma, published by the Macmillan Company, and that by Leslie W. Johnson, director of curriculum of the city schools of Superior, Wis., as yet in manuscript form. Of course, Ayers, Horn, Thorndyke, and others have developed similar conclusions in their studies. Johnson's study being more recent has more of a direct application here. He surveyed original writings of thousands of pupils from every grade in every state in the union, the District of Columbia and Canada. In this study he ascertained not only what errors children make in spelling but the vocabularies of children of different ages and grades. Rinsland and others have obtained similar results.

This study, upon which some conclusions will be based, is a survey of the words actually used in the various spelling systems found in schools today. Eighteen different systems or sets of spellers by different authors were included.

First the words of all the second-grade books of the 18 systems were arranged in alphabetical order. Each system was given a key letter, A to R inclusive being used, and these key letters were placed at the head of verticle columns. Then each word was scored in the systems that included it in grade two.

This process was repeated for each grade up to and including grade eight, making seven groups each containing all the words used in all of the systems in that grade.

Alphabetical Test Compiled

Next, an over-all alphabetical list, including all the words studied in each grade from two to eight was compiled. The total individual words thus listed with no duplications total 9221. Some of these words were derivatives, such as the plural form following the singular, or the different tenses following the present. There are 939 such words. Most of these derivatives listed do present some spelling difficulty for some children and were included in certain spelling systems. No spelling system included all of them. Some systems included them in the same grade with the primitive form from which they are derived, while others listed them or part of them in other grades. There seems to be no definite plan of including derivatives in any of the 18 systems studied.

The 9221 words were then typed in alphabetical order in a single column on the left side of paper, and opposite each word the number of systems was recorded that included it in grades two to eight.

The purpose of the study was to check on the uniformity of the placement of words in the spelling systems most commonly used. Since so much has been said and written on grade placement of words, one may wonder if the systems now in use conform with what is recommended by those who have studied children's vocabularies, and if they do not, just how much should be provided by the school in supplementary word lists and drill on the same in order to secure desirable results in spelling study.

The writer found that there is very little uniformity of word placement among the 18 spelling systems studied. For instance, the word *above* appears as a spelling word in 1 system in grade two, in 9 systems in grade three, in 5 systems in grade four, in 1 system in grade five and in 1 system in grade six. One system does not include it in any grade. The word *abroad* appears in 10 systems in grade seven but is not included in 8 of the systems in any grade list.

The following table is a sampling taken from different parts of the alphabetical arrangement to give a better picture of the variation in word placement. The numbers in the table indicate the number of systems that included the word in the respective grade.

GRADES IN WHICH VARIOUS WORDS ARE INCLUDED IN CERTAIN SYSTEMS

Grade	II	III	IV	V	VI	VII	VIII	Not included
absent	1		9	6			1	1
airplane		4	4	7	1			1
ample			1	1	2	7	2	5
angel		1	2	1	5	1	4	4
beast			3	3	2	1		9
beneath			1	4	3	1	1	3
bind	1	2	1	2	1		1	10
contest		1	2	5	7	1	2	0
defeat				1	9	4	2	2
evening	1	6	7	3				1
fill	5	4	4		1			4
house	11	4	1	1	1			0
insect			3	4	1	3	1	6
joke	1	2	4	9	1	1		0
lying		2	2	6	5	2		1
motor		1	2	9	4	1		1
present		3	8	4	2	1		0

If any one system is right, all the rest are wrong. In general, each system includes approximately the same number of words in any one grade considered. Apparently the number of words has been considered of vital importance by all authors and publishers.

In this study, 93 words beginning with a appeared in only one system and in only one

grade of that system. The following letters accompanied by numbers show the number of words in each alphabetical classification appearing only once in the entire study: b—99, c—164, d—118, e—68, f—92, g—55, h—71, i—105, j—16, k—11, l—57, m—46, n—44, o—32, p—56, q—9, r—138, s—268, t—73, u—32, v—37, w—35, x—0, y—4, z—3. Thus a total of 1726 words appear only once in all 18 systems. None of the 1726 words are foreign to the vocabulary of the grade in which they appear. Also, the total number is quite evenly distributed among the 18 systems and also in grade placement.

Occurrence of Words in Grade Lists

The following words in alphabetical order appear only in the grade lists as indicated by the accompanying grade number; for instance "abolition" appears in grade seven only. All other words appear in more than one grade throughout the 18 systems.

abolition	7	store	2
abroad	7	teaching	4
care	3	tests	4
chopping	4	the	2
corpse	8	thing	2
cream	3	trough	6
fairy	3	try square	6
go	2	tub	3
invite	4	twin	3
president	4	typical	8
rail	4	ultimate	8
rag	3	ultimatum	8
uncivilized	7	versus	8
undecided	8	viaduct	8
urban	6	violate	8
urn	6	visiting	5
usefulness	8	vital	8
valid	8	vocabulary	8
valve	8	ward	6
varied	8	whatsoever	8
vehicle	8	wheelbarrow	8
vengeance	8	whereabouts	8
ventilation	8	wrought	8
verdict	8	yawning	7

In no case does one of these words appear in more than 10 of the 18 systems studied. All of the 9221 words except the above 48 and the 1726 which appear only once in all 18 systems are scattered throughout grades two to eight. In other words, there are 7447 words used in the vocabulary lists in the 18 spelling systems which are far from uniform in grade placement.

Grade three contains the nearest to uniformity in word placement with approximately 34 per cent. Grade two ranks second with approximately 32 per cent. The variation increases as the grade advances, from four to eight as follows: grade four, 30 per cent; grade five, 24 per cent; grade six, 23 per cent; grade seven, 20 per cent; and grade eight, 18 per cent.

This marked variation in word placement may be partly responsible for the poor

*Chairman of the National Curriculum Associates.

spelling ability of the majority of pupils in school and college today. If the school does no more than teach the spelling words in any one of the 18 systems in general use today, it has done only part of the job. Many schools make very little effort to teach more, and many of these do very poorly this much of the job.

Some few pupils seem to be natural spellers. They discover the key and spelling is no problem for them. Teachers are often thus equipped, and they are good spellers but poor spelling teachers because they sense little or no difficulty.

Some pupils have natural ability, as it is usually spoken of, in music, reading, speaking, mathematics, homemaking, mechanics, athletics, etc., but the good school teacher trains and drills for accomplishment in all fields. How long would the athletic coach hold his job if he didn't constantly drill, correct errors and instill in members of his class or squad the determination to achieve perfection?

In the opinion of the writer it is not nearly so important that the right word list be assigned to each grade in school as it is that spelling process be taught. If one were to master the word list of any one of the 18 spelling systems included in this study and not learn spelling process so that he could apply what he has learned to other words which he must use, he still would be handicapped in spelling. Then, too, he will soon lose his ability in spelling if it is totally dependent upon what he has memorized.

Seven Essential Elements

The spelling program of any school should include the following elements if it is to be effective:

1. A well-placed word list formally set as the basis of word study throughout the school.
2. Provision for additional words taken from every field of study, making spelling a part of all study instead of apart from it.
3. Selection of individual difficulty in words for each pupil and by each pupil.
4. Useful and interesting application of word use in exercises both provided and suggested.
5. Drill motivated and in sufficient amount to secure efficient use of words needed.
6. Word analysis and synthesis to develop independence in spelling.
7. Training in, and application of, the sense of hearing as well as sight in word study.

Each spelling system on the market today stresses its word list and grade placement. The research done by the writer and discussed above shows that this phase of spelling procedure is not well done. What system is nearest right must be decided by those selecting the spelling system for their school.

As the sentence is the vehicle of thought, the word is the vehicle of the idea. The word graphically is a combination of letters. Since letters are simply symbols they have no meaning, nor do they suggest meaning.

Phonics Important in Spelling

For some time, teachers of spelling and authors of spelling systems have stressed train-

ing in the sense of sight to almost the exclusion of the sense of hearing. Every normal individual has both senses of sight and hearing. Some persons are even more hearing conscious than sight conscious. This fact should be applied to the spelling learning process. Phonics for some time was almost entirely discarded in the reading process, but more recently phonics is regaining its place in reading. Phases of phonics are as valuable in the spelling process as in the reading. This is especially applicable to the many who have a strong hearing consciousness in word analysis. While the majority of people who have learned to spell in recent years often resort to writing a word the spelling of which they are not certain, others find spelling the word orally just as analytical. The writer believes that if phonics were better developed and oral spelling were given some place in the teaching program, those who have greater sight consciousness, by full use of the hearing function could greatly improve their spelling ability. Surely those with acute hearing would be greatly helped in their spelling.

Right Vocabulary System

It is true that people do not go around spelling words aloud. The only need for correct spelling is in writing or printing. It is also true that the scaffolding on a building under construction never becomes a part of the finished building, but that is no reason why scaffolding shouldn't be used in construction work. This applies to spelling as well as to building construction.

Perhaps it is not so essential that a spelling system have the right vocabulary and right placement of words, that is, if there be any such recognized perfection. But it is a well-known fact that correct spelling from grade one through college is a need, and more than recognition of the fact or complaint about it is necessary if improvement is to be attained.

There are some very interesting facts about word construction that add materially to spelling. For instance, words are made up in syllables, each of which contains at least one vowel. If the vowel has the long sound, the syllable is invariably accented. Here, again, oral spelling brings out these values. The value is not altogether in spelling. Pronunciation of words in oral reading or speech is improved as well.

Correct Pronunciation Important

A system of spelling that does not provide for training in pronunciation and dictionary use is indeed inadequate. Therefore there should be training in the classification of the letters of the alphabet in vowels and consonants. The vowels in general are the letters that give the vocal or sound effect in pronunciation, while consonants provide the modification of the sound completing the word.

There are the diacritical markings that indicate the sound of the vowel and where necessary the modification to be given by the consonant. Dictionaries use diacritical markings and if children are taught to make use of them in dictionary drill and practice, written as well as oral spelling is greatly improved and word use and understanding is increased.

Summary

In summary, the spelling system should meet the following requirements:

1. It should be built upon the premise that all pupils are both hearing conscious and sight conscious, and while some are largely sight conscious, some also are largely hearing conscious. This calls for oral spelling and values of phonics as well as written spelling.
2. The vocabulary stressed in word study should conform quite closely to that used by the pupils of each respective grade. The list of words provided and used in the system as spelling words must be extended and supplemented according to the needs of the pupils under consideration. As evidenced by the extended study of the writer, no system is complete in its word list, and even if it were, it would contain many words to be learned which would be immediately forgotten because the pupils would not use them. Learning for use instead of for knowledge should be directly applied.

Teaching Use of Dictionary

3. There should be word analysis training. Little children derive just as much satisfaction and pleasure from learning word analysis and word derivation as older students. Word analysis should be a part of word study from grade one through college. In this the different forms of words are studied including plurals and tenses. Whereas some are very simple and are easily learned, others are rather complex and require considerable study and practice. While much depends upon the teacher in direct application, a good spelling system provides help for both the teacher and the pupil.
4. There should be training in the use of the dictionary including correct pronunciation and meaning. Very few people can use with efficiency the diacritical markings or special methods provided by the different dictionaries in use today. It is not the fault of the dictionaries. The fault lies largely in the teaching of spelling and redounds to both the spelling system and the teacher.

5. There should be provision for study and direct use of synonyms, homonyms and antonyms. This study as well as all other spelling study should stress correctness. The challenge to the pupil and to the teacher in this study is enticing when well presented by the spelling system.

Supplementary Study Suggested

6. There should be an abundance of suggestions for extended supplementary study as a part of each lesson. Spellers of some years back consisted almost entirely of word lists. Many activities are provided and suggested in systems of today. Information and activities related to the child's age and grade must be offered. Spelling also must be correlated with other subjects for maximum learning results.

7. Provision should be made for abundant drill, effectively motivated and applied to individual needs. Here again the school and the teacher must be cognizant of values and be original and effective in applying them.

Schools Can Be Lighted Economically

W. T. Walters*

Even the most financially embarrassed school board can markedly improve schoolroom lighting by a few changes in all rooms of all schools in the school district.

Administrative staffs and school boards are aware of the need for protecting of the eyes of the pupils in the care through good lighting. The usual articles they read on the subject of planned lighting call for either an experimental lighting plan for one room in a school, or for plans to be applied to new school buildings — the one is not satisfactory, the other expensive.

But let's talk about the school buildings that are up to 40 years old, yet must serve for many years to come. Let's discuss what can be done within the limits of a strained budget, to improve the lighting in these schoolrooms. Here we shall find bare bulbs, or enclosing globes, with as few as one outlet per room. Wire available on the job is less than 1/2 watt per square foot. Ceilings and side walls still have their original "serviceable" tan or brown color scheme. The floors and desks are dark from years of use and from quantities of oil and varnish; windows are large expanses of glass and torn shades; rooms are around 25 ft. wide. These are not exaggerations. They are observations

made in schools in communities of from a few hundred to 200,000 population.

Now let's tackle the lighting in this kind of school as it is and try to improve the lighting.

Paint First

The cheapest and first improvement for better light in any schoolroom is paint. Repaint all ceilings, rear walls above a 4- to 6-ft. wainscot, and window walls, to reduce brightness contrasts. Use a flat white to utilize from 80 to 85 per cent of all available natural daylight.

The front and inside walls should be a soft tint of a comfortable pastel blue, gray, buff or green, with a reflection factor of 50 to 60 per cent. The wainscot may be darker to hide the hand prints (reflection factor here 35 to 50 per cent).

The use of different colors for different rooms costs no more and is definitely recommended.

Desk tops should be sanded to the bare wood, and dull clear varnish used for finish. This will reduce the brightness in the task zone to a reasonable ratio of 1 to 3.

Then the floors should be bleached as light as possible so as to reflect 15 to 30 per cent of the available illumination. A

clean room inspires cleanliness and pride of ownership, in addition to making the best use of illumination.

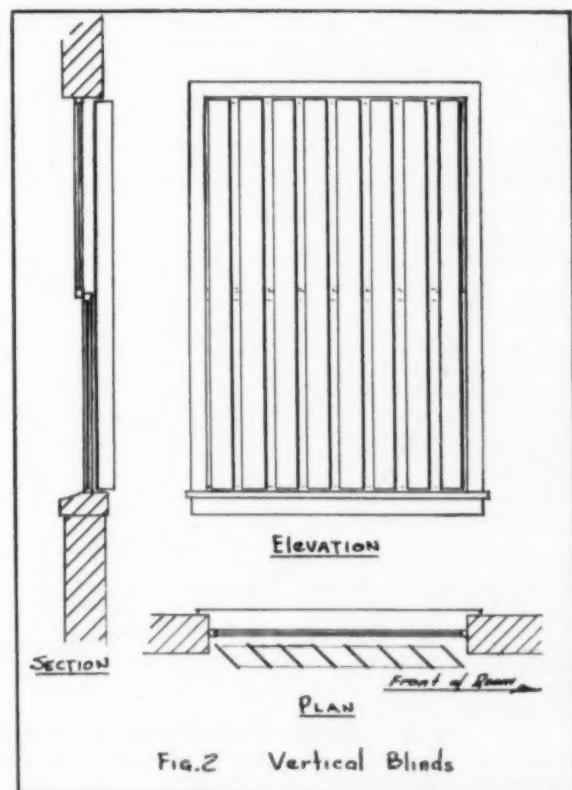
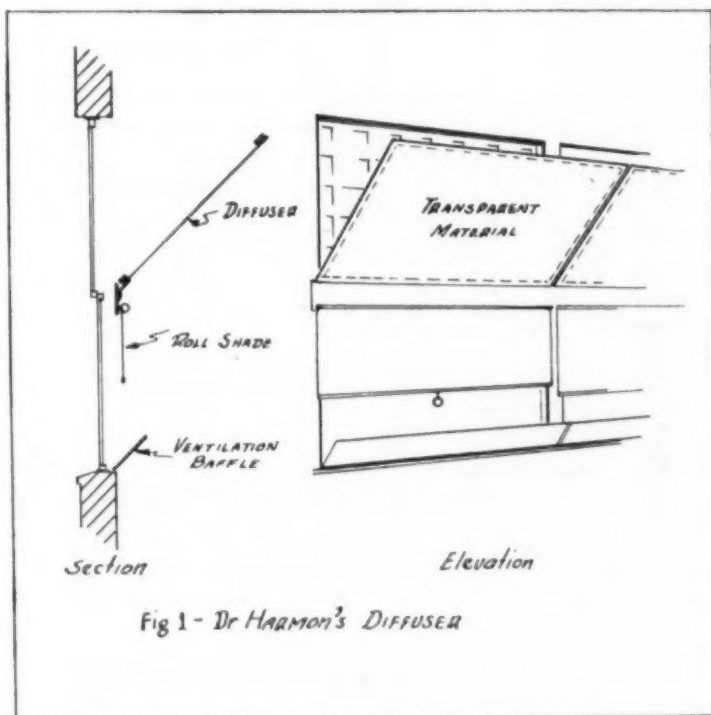
Daylight Control

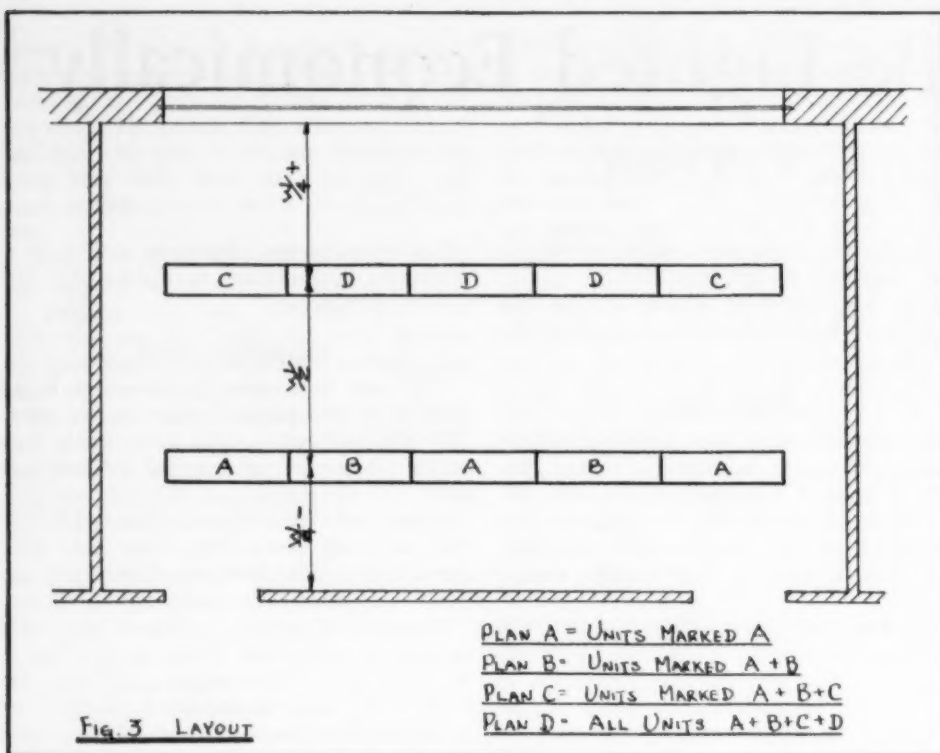
The next inexpensive improvement is the control of the natural daylight in the room. The cheapest and in some respects the best is Dr. Harmon's muslin-burlap diffusers (see Fig. 1).

These or vertical Venetian blinds (Fig. 2) may be made, for material costs only, as a project in the woodworking classes or by the school carpenter in his spare time.

The use of diffusers in upper and lower window halves reflect about 50 per cent of the light up to the ceiling, and from the ceiling the light is redirected to build up inner-desk-row foot-candle intensities. Some 50 per cent of the direct light will penetrate the material, be diffused and illuminate the window desk rows. Roll shades may be used in the lower half, and their light transmitting action will depend on the material used.

Vertical Venetian blinds will direct the light toward the front of the room, illuminating the students' work; be reflected by ceiling, floor, and front walls to useful work in proportion to their reflection factors. They will also eliminate direct glare.





Conventional Venetian blinds will direct some 80 to 85 per cent of the light to the ceiling for indirect illumination, but none will be transmitted. Considering everything Dr. Harmon's diffusers are probably more efficient, though possibly less pleasing in appearance than Venetian blinds.

Diffusers, vertical blinds, or conventional Venetian blinds may be purchased as units. In any event they should be painted the same flat white of the window wall. Remember that these panels must be cleaned. Therefore,

they should be made small enough to be easily handled.

With these improvements the foot-candle values and foot-lambert ratio of light on the desks will be improved.

However, the desk top foot-candle intensities still favor the window rows — with inside desk visibility very low. So our next logical step is to get artificial light on the inside rows of desks.

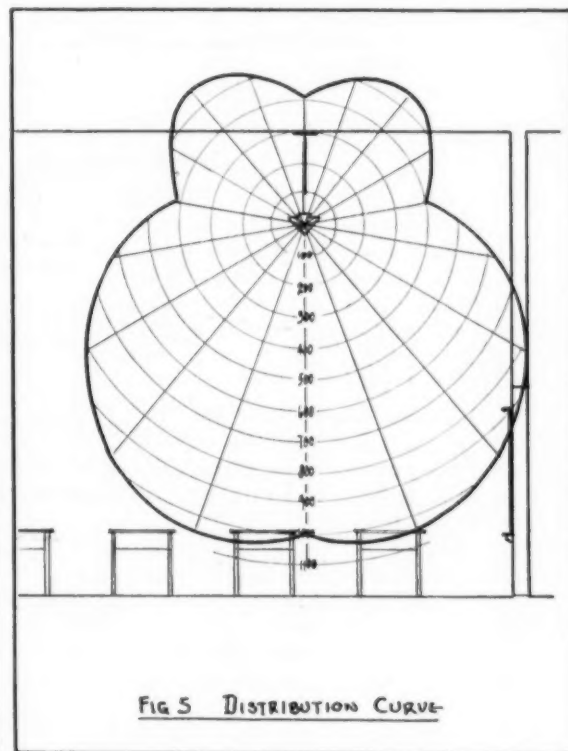
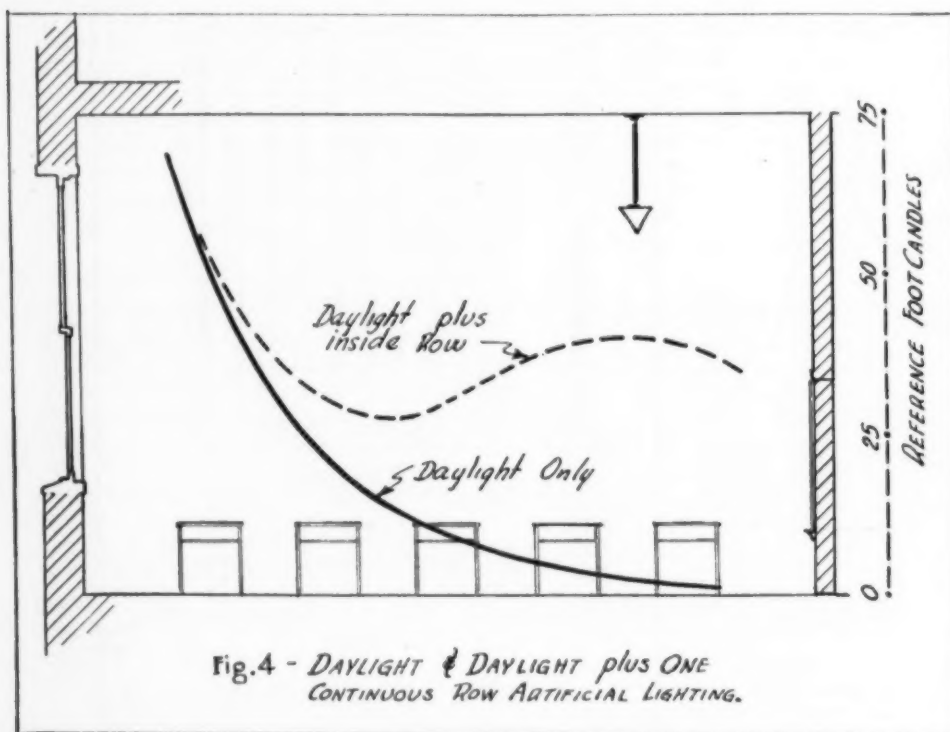
In better than 70 per cent of the school-rooms the room width is from 17 to 24

ft., with a ceiling height of 12 to 15 ft., lending itself very well to two-row lighting design (Fig. 3). In day schools enjoying a yearly average daily sunshine similar to Oklahoma's and operated under a tight budget, the lighting units on the window side of the room are not so important. Even on cloudy days the natural light is very satisfactory and will produce the necessary foot-candles, especially if natural daylight control is used, on the desks along the window row. By this one feature alone approximately one half of the fixtures, wiring, and operating expenses are eliminated; yet effective foot-candle levels are obtained. As illustrated in Figure 4, the solid line is typical of light values from bare window lighting and no artificial illumination; the dotted line is typical desk-top illumination, using the continuous inside row of lighting units and window diffusers. If evening school classes are operated, the window-row fixture may be installed for night use.

Lighting Fixtures

The lighting fixtures selected for school-room use must produce the calculated number of necessary area lumens and have a distribution curve similar to the one shown in Figure 5. The use of exposed tube fixtures must be eliminated, because the brightness is excessive and definitely beyond the Illuminating Engineering Society's recommended contrast of 20 to 1 (light source to ceiling) plus the very important fact that the generated light is uncontrolled.

In a study of the several rooms on each job, it may be found that there is wire available to serve one row of lighting units in at least some of the rooms from the existing panel boards. Probably the cheapest



and best fixture installation, whether new and larger wire is needed or not, is done by using wiring channel, with removable cover, and the fixture support (Fig. 6). Using this method where the budget is extremely tight, lighting like that shown in Plan A, Figure 3, could be installed at first, then Plan B, and still later Plan C and Plan D as the money becomes available. The end result would be an excellent lighting job. The units may be added at the bare hanging cost. An additional advantage of this wireway system is due to the fact that separate outlet boxes for each fixture are eliminated, saving many installation hours in locating, drilling, cutting conduit, etc. A "wire raceway—fixture support" is simply locked in place and the lighting units are connected and hung. For adding units just remove the cover and hang the unit, connect to service, and replace the cover.

The rearrangement of desks, Figure 7, is an added refinement to completely utilize these advantages, and it offers each student maximum light, minimum glare, and optimum brightness ratios.

The Needed Maintenance

Probably the most important feature in this planned program of lighting betterment is maintenance. For installed, maintained, and purchased foot-candles, lighting fixtures must be washed with a grease-removing detergent, not just dry wiped when a lamp is replaced. Floors should be swept with a preparation, using little or no oil, and bleached at least semiannually. The Venetian blinds and diffusers must also be cleaned every six months. Walls and ceiling also need at least annual

cleaning. This simple maintenance, whether done by students or building maintenance crews, will pay dollars and cents dividends to school systems, pupils, teachers, and parents of students—in well-lighted classrooms, higher lighting levels, and saving of our most valuable yet irreplaceable asset—the eyes of children.

The installations suggested here are not intended to be in contradiction to the more complete ideas in lighting design or higher

light intensities. They are rather beginnings on a modest scale for the attainment of higher foot-candle levels for the task areas in the schoolroom. They can be improved by adding units or rows of fixtures. Local concentration can be built up by adding fixtures. Chalkboard, special recessed or angle lighting can be added.

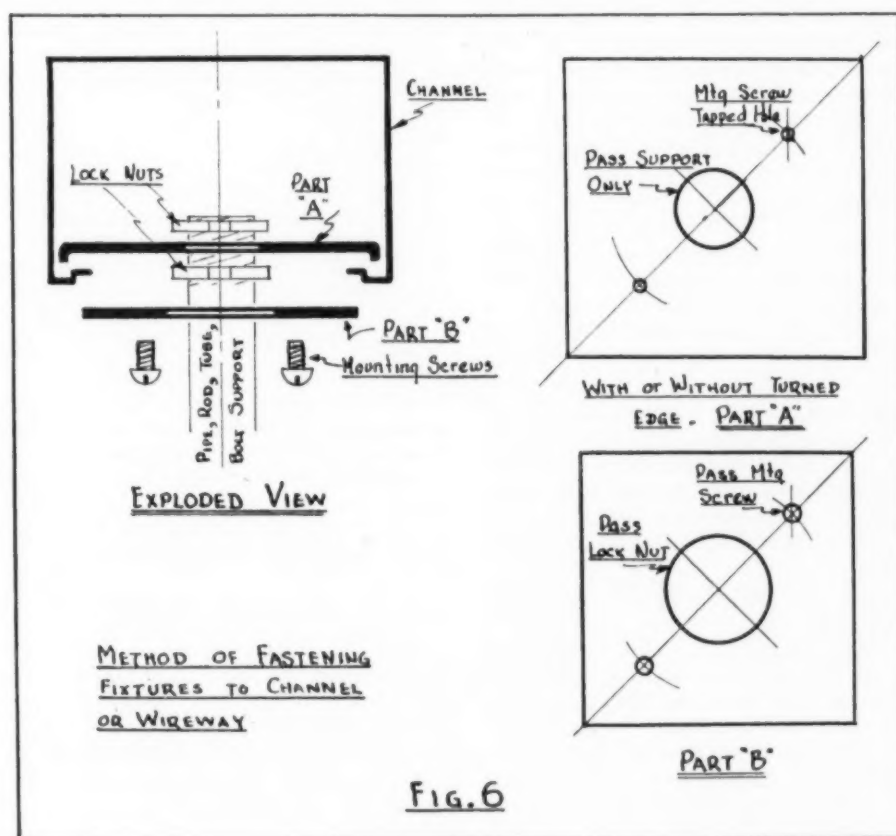
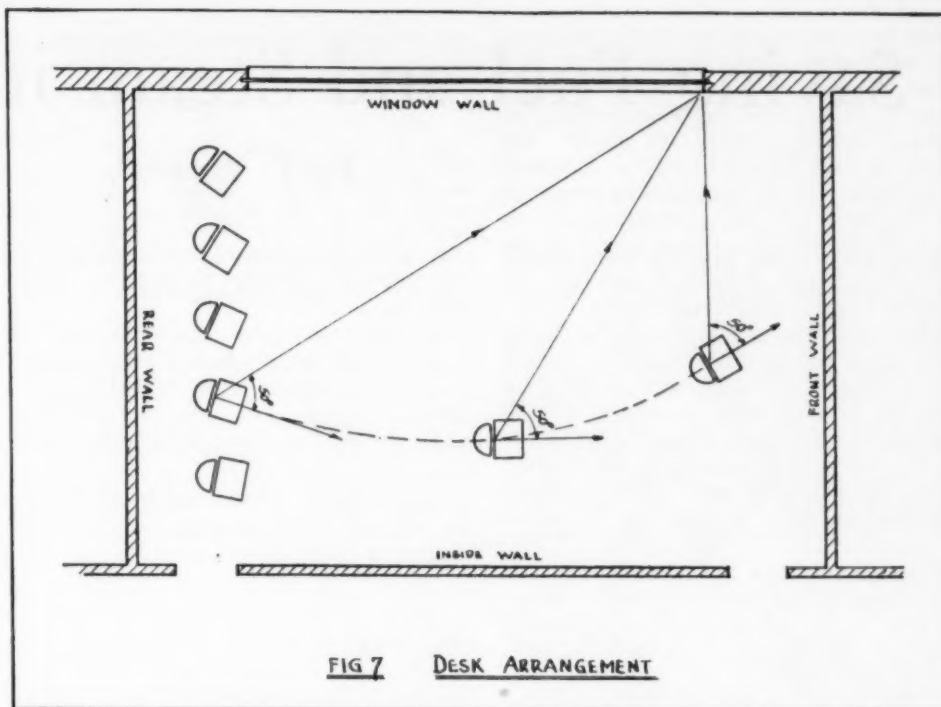
If more and more capacity is required in years to come, more and larger wire may be easily installed in the "wireway-fixture support" channel as the channel is neither buried nor filled. Never in the foreseeable future will larger wireway be needed. Light has been controlled and directed to needed areas; glare has been practically eliminated, and tiring brightness ratios made comfortable. Even the morale of the students and teachers has been improved by color.

SCHOOL BUILDING CONSTRUCTION NEWS

► Taft, Calif. The city school board of education has hired Ernest McCoy, architect, Bakersfield, Calif., to make plans for a new wing at the Lincoln School and for a 16-classroom building with administration and nurses' offices, teachers' lounge, workroom and bookroom to be built in Ford City. Superintendent Milton G. Ross writes that, to accommodate a recently established class for cerebral-palsied children, an eight-room building has been moved onto the school grounds and is being remodeled to meet state requirements for the specialized classes. The staff will include one teacher, an accredited physical therapist, an occupational therapist, and a matron.

► Beloit, Wis. Superintendent Fred N. Johnston reports that the new high school building will be ready for occupancy during the 1950-51 school year. Additions to two elementary schools have been completed and plans are being made to add to another elementary school in the spring or summer of 1950. The long-range program includes building facilities for all three levels in the school system.

► Wichita, Kans. The voters have approved a bond issue of \$3,113,000 for a school construction program to comprise 17 school projects.



Saving Fuel and Steam in the School

C. T. Baker*

At no time in the past has there existed greater need for conserving fuel and its product — *heat* — than exists today.

That much valuable heat is being wasted in many school heating plants cannot be denied. This statement may easily be verified by an inspection of even some of modern heating plant installations found in many school buildings. In general, these losses result from neglect to properly operate the boiler and from neglect to prevent the waste of steam after it leaves the boiler.

Boiler plants which are semiautomatic or fully automatic, are much less likely to waste fuel than are the hand-fired or fully manually controlled boilers, since automatic controls perform more efficiently than any fireman who must fire the boiler, see that the water-level is properly maintained, and control the drafts by means of hand-operated dampers.

Sources of Waste

Regardless of the type boiler used, economic results cannot be obtained in a school heating plant unless the operator makes it a part of his job to keep the heating surfaces free from excessive accumulations of soot and ashes. Both soot and ashes are poor conductors of heat and therefore allow much of the heat liberated in the furnace to escape to the stack and to go to waste.

For example, some operators of oil fired furnaces have the notion that since oil is used, there can be no soot. This, however, is a mistaken notion since oil can, and does, produce a gummy, sooty deposit that offers great resistance to the passage of heat.

Another source of heat loss is that resulting from the insulating effect of scale, mud, or other deposits on the inside water surfaces of the boiler. It is quite true that where most of the condensate is returned to the boiler from the heating system, and from other steam consuming equipment, not much make-up water is added and therefore but little scale is likely to be found. On the other hand, if much of the condensate is wasted to the sewer, as is practiced in some plants, much more make-up water is required and this may, if it contains scale-forming soluble solids, cause the water surfaces to become badly scaled. In addition, such make-up water may contain an excess of turbidity, and this will also form an insulating deposit on the inside water surfaces.

It is evident, therefore, that to obtain maximum boiler output, with minimum fuel consumption, both the fire and water surfaces of the boiler must be kept clean. Unfortunately, there are many school boiler plants that are actually operating at efficiencies from 20 to 40 per cent lower than they should, due largely to lack of attention to operating de-

tails. Laziness, ignorance, or indifference on the part of operating personnel is indeed expensive.

All boilers should be cleaned internally and externally sufficiently often to insure that the maximum amount of heat liberated in the furnace by combustion will reach the water within the boiler and convert same into steam.

Automatic Equipment Must Be Maintained

Stokers, oil and gas burners, pumps, etc., are now largely controlled by equipment that performs automatically many of the boiler room operations formerly done by hand. This, of course, has eliminated much of the waste that was inevitable in manual control and has resulted in higher over-all boiler and furnace efficiencies.

However, failure to properly maintain such automatic equipment will result in disappointing boiler performance. Not much time and effort are required to examine such equipment at regular intervals to see whether it is showing forewarning signs of later trouble. No man-made apparatus, however good, can perform forever without some attention.

Care of Boiler Setting

In the case of the small self-contained low pressure heating boiler, there is not the same chance for loss in heat to the stack as obtains with larger horizontal return tubular or water tube boilers encased in brick settings.

The losses so common in boiler plants where the boilers are encased in brick settings mainly result from cold air which enters cracks and openings in the brickwork. When quantities of cold air enter the furnace and combustion chamber they absorb and carry to the stack large quantities of valuable heat which, of course, represents a tremendous waste of fuel.

In the case of a hand-fired coal furnace, it is necessary that the fuel bed on the grates be kept thick enough so that coal will not burn out in spots, leaving for a time between firings, holes in the fuel bed. When such holes occur cold air will pass through from below the grates and produce the same wasteful results as occur where openings exist in the brickwork.

If a boiler is supplied with more draft than is required for complete combustion with a given fuel, this will also cause serious fuel losses. It should be remembered that every pound of air that enters the furnace and settings over and above that which is practically required to support combustion, soaks up valuable heat which should be absorbed by the water in the boiler, and that this excess air in passing up the stack carries this valuable heat with it.

Obviously, the remedy for losses resulting from defective boiler brickwork is to stop the holes and cracks. To be sure that all openings are tight, go over the entire brickwork, including the covering over tops of drums or shells, with a lighted candle, applying the flame to suspected areas. If air is entering, the candle flame will be drawn in. After it is thought that everything has been made airtight, try closing the dampers just after a fresh fire has been built and look carefully for places where smoke escapes. This will show up openings that might have been overlooked with the candle test. In the case of return tubular boilers, it will be found generally, when making the latter test, that smoke will make its appearance around the top of the boilers and through the rear end brick arches over the combustion chamber.

A boiler, as well as its brick walls, will contract and expand more or less. This is especially true after a cold boiler is fired up and placed in service. Consequently, when a boiler has been shut down for cleaning or repairs and put back in commission, the setting should be gone over immediately and any cracks or openings resulting from expansion should be closed up.

If it is found that the load on the boiler is light and trouble is experienced in carrying a heavy enough fire on the grates to prevent holes in the fuel bed, as previously described, then the thing to do where possible is to brick off part of the grate surface. A restricted grate area will permit a thicker fire to be carried on the effective area and, at the same time, maintain the proper steam pressure without causing frequent blowing of the safety valve.

This is a matter too frequently neglected in boiler plants with underloaded boilers. The condition alone has caused an enormous fuel loss. Oftentimes, a boiler may appear to be overloaded, or that there is not enough draft to support combustion, even with the dampers wide open. Often this condition is due to the fact that so much excess air is entering the setting that the stack is overloaded. Later, when the settings are made tight and this air is excluded, there is more draft than is required for maintaining the proper steam pressure. To cure this, the dampers may be partly closed with economical results.

Protective Coating

There is available a plastic material that may be applied to boiler brickwork and which will effectively seal the cracks and pores, thereby preventing the entrance of cold air. This material, often referred to as *boiler coat*, is not expensive in first cost and may be applied by any intelligent workman. Should the material be not available, the brickwork may be given a coat of whitewash. Whitewash

*Consulting Engineer, Atlanta, Ga.

will completely fill the pores and small cracks. It usually requires two coats of whitewash to do a good job.

If any person doubts whether the ordinary brick used to back up firebrick are porous, let him weigh such a brick on a pair of accurate scales, then drop it in a bucket of water and after an hour's time, remove it. If the surface water is wiped away and the specimen is weighed the results will be surprising. The brick will be much heavier.

Steampipe Insulation

All steam distributing systems should be well insulated with good quality pipe covering. Failure to provide such covering and to properly maintain and protect it after installation will result in the loss of much fuel. This applies regardless of whether the steam pressure carried is high or low. To illustrate, consider the following:

Example No. 1:

Steam pressure, 10 lb.

Corresponding steam temp., 240 deg.

Difference between surrounding air and steam, 170 deg.

Loss per square foot of pipe surface, 425 b.t.u. per hour

Waste in coal in pounds per square foot per year, 372

Number of square feet of surface that wastes a ton of coal in 1 year, 5.38

Example No. 2:

If the steam pressure carried is, say 100 lb., it has a corresponding temp. of 338 deg. and with a difference of 268 deg. between the temp. of the steam and surrounding air, the loss per square foot of exposed pipe surface per hour is 820 b.t.u. while the waste of coal in pounds per square foot per hour becomes 718 and only 2.79 square feet of bare pipe are required to waste a ton of coal in one year.

Seal Pipe Covering Ends at Fittings

Wherever the ends of sections of the molded covering butt up against a fitting of any description, the ends should be effectively sealed against the passage of cool air between the pipe surface and surface of the covering. Otherwise excessive condensation of steam will result due to the moving air currents that absorb heat in passing from one unsealed end of the covering to another.

Losses Due to Defective Steam Traps

In order that steam piping systems may be kept reasonably free from accumulation of condensate, steam traps are provided at low

points to collect and return condensed steam back to the boiler. Often, these traps are neglected with the result that they leak badly. In many cases, it has been found that traps leak so badly that at boiler pressure steam is permitted to blow through which, of course, represents an extremely wasteful situation. It sometimes happens, too, that traps are not provided with proper supports and that they fail to function because the supports have allowed the traps to settle away from their original level and plumb position. Another cause of trouble with traps is due to the failure in many instances to provide a suitable strainer on the inlet side to protect the moving parts from gathering scale and grit or other abrasive material that will cause valve seats to cut and permit of excessive leakage. Sometimes, too, such foreign matter will collect around the trap mechanism and so gum it up that it cannot function.

All steam traps should be provided with test valves which may be opened periodically to determine whether or not the trap is allowing steam to pass through at boiler pressure.

The foregoing cautions apply particularly to heating plants using steam at pressures from 10 to 50 lb. or more.

Evidence From Experience

The School Cafeteria Can Be Operated Economically *Floyd G. Hoek**

From various reports and personal observations, school cafeterias are becoming more and more acquainted with balances in the "red" than in the "black." This is also true of public feeding institutions. Food costs, labor costs, and other expenditures have increased in these past few years at such rapid rates that management has often been at its wits' ends to operate a cafeteria in the black.

The aim of a well-run school cafeteria system is to serve nutritious, palatable food at a price that every child can pay. Profit is farthest from the mind of any cafeteria management which understands the social and educational purposes to be achieved.

The Asbury Park board of education has set up a self-sustaining rather than a profit-making type of operation. Our cafeteria is controlled by the board of education through the business manager's office. The board owns and provides the facilities and equipment necessary for its operation. The cafeteria which is well equipped and kept in excellent condition does not pay for any major permanent equipment from its own funds.

The kitchen equipment includes four large refrigerators, each of about 30 cu. ft. capacity, a large electric range, a potato peeler, a dishwasher, an electric oven, a large mixing machine, deep freezers, worktables, and other necessary equipment. The kitchen has been

well planned by the school architect and provides convenient space for doing an efficient job. The equipment is installed in such a manner as to facilitate easy access and minimum cross travel.

The Cafeteria Management

The board of education engages the cafeteria manager upon the recommendation of the secretary-business manager and sets his salary. As to his qualifications, no professional training standard has been set. Some 15 years ago, a college trained dietitian was engaged at a good salary, and though the board paid her salary from noncafeteria funds, the cafeteria showed a deficit at the end of each school year. For the past few years, a woman with commercial cafeteria and hotel experience, but not college trained, showed the same results. In September, 1949, the business manager volunteered to undertake the task temporarily. The first four months of his service showed a profit of approximately \$500.

In the selection of a manager, care should be exercised that he become "a part" of the cafeteria and not "apart" from the school system. He should work with the help, not against them, as leader not as "boss." Favoritism, gossip, creating situations, poor discipline, making promises that cannot be fulfilled, shifting employees in their jobs without justifiable reasons—these are typical bad management practices which break down the morale of the

staff, cause lost time, waste funds, and result in an inefficient cafeteria. The manager must have the ability and know-how to plan the work; he must work, know his help, recognize service well rendered, be open to suggestions, be practical, and by all means, be human. The lack of good supervision and of balanced results is due to poor policies and incompetent management.

The Problem of the Help

The cafeteria staff should be hired by the manager, with the approval of the business manager and the board. In Asbury Park, with but one exception, adults are employed by the secretary-business manager and are chosen for their ability and experience in the work. Care must be exercised not to overstaff an organization, and thus increase labor costs. Have a definite job for each employee. Make up a functional staff and leave off the "spurt in business" help. After the force has been selected, train them to fit their jobs and do not adapt the job to fit them. Set up policies and insist on fair practices which will develop mutual respect and confidence.

In Asbury Park only one student is employed. There is little need for student employment as a means of curtailing expense. Student help has been written of in flowery terms as a means of economy; I do not agree completely. Students can function in certain jobs only and here they must be well selected.

*Secretary-Business Manager, Board of Education, Asbury Park, N. J.

Our staff is set up on both daily and hourly work schedules. There is no need to require the cashiers to report for duty one or two hours ahead of time and pay them for this time unless they are doing some other productive work. One person may handle two jobs and function very well. Simplify the work of all, so that they will be efficiently but happily busy. There is no need for red tape and many report forms.

Payment of Accounts

In Asbury Park, the manager purchases all groceries and supplies, and helps the chef plan all menus. All bills, claims, and state-

ments are sent direct to the manager who in turn checks the invoices, compiles a list of the claims together with the vouchers and presents them to the Finance Committee of the board for signature. The board is finally responsible for all departments, and deserves to have full knowledge of all transactions. When the accounts are approved, the secretary-business manager signs the checks and the bills are paid. The necessary bookkeeping in our cafeteria is kept at a minimum. At the end of every month a detailed statement of the cafeteria operations is submitted to the board of education through the secretary-business manager's office.

from local bakeries. At one time all our pies, cakes, and sometimes rolls were made by a full-time pastry cook in our own kitchen, but the practice was found to be too costly. It is essential that the manager have a detailed knowledge of market conditions in order to plan economically his menu from day to day. He must carefully read published bulletins, follow the radio, and consult local merchants. Above all good judgment is necessary in buying.

General Management Details

As a means of economy the wash is sent to a local laundry.



The Asbury Park High School cafeteria is daily the scene of a happy lunch period.

At the close of each day's lunch period the cashiers check the receipts, prepare the bank deposit, and deliver the money to the bank by the local police. The police have been most co-operative and receive no remuneration for this service. Three copies of the daily receipts are made, one for the cafeteria, one for the business office, and the other for the bank.

Available fresh foods are always used when prices are not out of reason. When the market goes too high, then some canned goods are used. There are no "bid sales," only outright purchases of the best obtainable food at the best cost to the cafeteria. Frozen foods are purchased when expedient. Only the best brands of canned foods are accepted; it is never forgotten that children are being fed. Pies, cakes, rolls, and bread are purchased

Storage space is provided adjoining our cafeteria; in addition we have a very large storage area in the basement within easy access of the elevator. All supplies and equipment are inventoried every month.

A separate dining room complete with a serving counter, tables, and chairs is operated for the teachers. The prices here average about the same as in the students' cafeteria.

The organization and supervision of lunch-room periods is necessarily placed entirely in the hands of the high school principal.

Nearly one thousand students are served every school day at two identical counters. As a policy we try to provide balanced diets and to sell basic foods for child growth. We do add some "sugar coatings" such as pies, cakes, and desserts of various kinds. The food is always appetizing and we have a variety at reasonable cost. Once in a while we serve some special meal which is rightfully considered as giving a great deal for the money. This is done with the food surpluses from the government.

Two Ills to Overcome

One of the ills of a cafeteria is what cafeteria help speaks of as "slashing the chin." A phase of this evil is the taking home of left-over foods by employees. In every group a few people take it for granted that they are entitled to help themselves and are very much disturbed when called to task for it.

Employees must have an esprit de corps and keep in mind that their jobs are contingent upon the financial success of the cafeteria. Only the manager should determine when surplus or left-over material is to be given to employees for home consumption. It is desirable to set a reasonable price for the sale of surpluses; no cafeteria can operate as a charity, but only on a sound financial basis. Under no circumstances should the manager "slash the chin" with the merchants. If he does, he will pay for it in one way or the other, and generally in increased outlay for foods.

The wage schedule which is based on local wage scales is set up by the manager and is approved by the board of education. In addition to the stipulated wage, each employee is given a complete meal each day.

All employees are required to pass a thorough physical examination twice a year. Any individual who is found to be physically unfit is immediately dropped from the force. All employees are covered by insurance; premiums are paid directly by the board of education. The manager is bonded.

For a number of years free lunches have been given to those pupils, who after careful investigation are found to be unable to pay because of economic conditions in the home. The expense is borne by the cafeteria and the board of education. Recently this need has declined considerably.

When purchasing cafeteria equipment, it is worth remembering that the best is the cheapest in the long run. Occasionally a bargain may be picked up from some governmental agency like the War Assets Administration. Thus the board purchased from the War Assets a slightly used dishwasher valued new at \$3,000 for about \$246. The machine was partially rebuilt and our old dishwasher was sold. The net cost of the new machine to the board was about \$500.

In the maintenance of equipment, it is economical to use the regularly employed school mechanics whenever possible.

Prices for Foods

The prices established by the cafeteria and approved by the board of education for teachers and students are as follows:

Soup	.06
Meat and Vegetable (2)	.25
Vegetable plate (3)	.25
Beets	.10
Spinach	.10
Baked beans	.10
Baked macaroni	.10
Sandwiches	.13
Tuna fish, minced ham, peanut butter and jam, bologna, cream cheese and olives, egg	
Salads — with jello	.20
Salads — chicken	.40
— fruit	.25
Pies and cakes	.13
Puddings and jellies	.10
Fruit cup	.13
Apple sauce	.05
Ice cream sandwich	.10
Ice cream, dixie and frosticks	.07
Milk	.06
Chocolate milk	.07
Fruit juices	.05
Slice of bread	.01
Butter	.02

This past Christmas we served a turkey dinner consisting of turkey, dressing, three

(Concluded on page 94)

Some Principles for the Organization and Operation of a Central School Shop Service

N. L. George*

No two businesses are identical; likewise, the details of no two school systems are the same. Certain fundamentals of purpose, personnel, and organization are common to both all businesses and all school systems; their forms, of necessity, vary according to modifying circumstances. In this article a few principles of school business organization are discussed as applied to the development of centralized shop service, which with modifications may be applied generally to school systems. In the discussion of the principles enumerated, the necessity and desirability of the central shop organization of the Oklahoma City schools will be referred to as illustrating the soundness of the principles in practice.

Objectives of Central Service

In developing the efficient administration of any extensive enterprise four characteristics of structure and operation are essential:

1. The objectives of the enterprise must be defined clearly.
2. The control must be clear-cut.
3. The details of the work of each division must be so defined and co-ordinated that every operation may be performed to the best advantage of the whole and in the most efficient possible way.
4. The formulation of standard practices is necessary to guide the management.

These characteristics as applied to the business administration of a school system and limited to the control and operation of a centralized service shop have these implications:

Objectives of Central Service

First, the centralized school services are intended (1) to provide the services and things necessary to keep the school plant in satisfactory condition so that the administration, instruction, and operation may continue effectively; (2) to transport pupils, supplies, equipment, and food so pupils, teachers, and other school employees may do their respective jobs in the school; (3) to improve the school environment by the use of new approved standards and the installation of improved equipment when the old equipment wears out. These clearly defined objectives must be made possible at the expense of the least effort and cost.

Second, in the unit-type of school administrative organization, the superintendent of schools must have general control over the standards of maintenance, operation, and centralized services of the schools. In cities of any size, he delegates this control to a business manager or an assistant superintendent in charge of business. The latter may direct the centralized services with the aid of a supervisor of maintenance, a chief custodian, a co-ordinator of cafeterias, a school engineer, a supply clerk, and the executives in charge of the instructional and research departments.

*Business Manager, Board of Education, Oklahoma City, Okla.

These heads of divisions in turn may co-ordinate these services under their staffs through interlocking committees.

Third, in the operation of the centralized service center, the definition and the co-ordination of the details of the work of each activity may be built around constantly improving functions. Functionalization provides ways and means whereby definite avenues are opened to fulfill the purposes of the service center, and any possibility of duplication or overlapping work may be eliminated.

As the size of an enterprise increases, human limitations call for separation and specialization of functions. In organizing the centralized service center for the public schools of Oklahoma City, an effort has been made to bring together, in one building, those who render a particular business service. The advantages of such centralization are: (1) that the school administration may devote all its energies to getting on with the job; (2) that the organization may elicit the best energies and loyalties of the personnel in giving a central drive to the whole activity, because the purposes have become understood by the entire personnel; and (3) that the public may see the end results.

Fourth, the formulation of standards takes into consideration the actual internal working conditions of the organization, and sets up the practices applicable to the performance of each activity. It is necessary to keep all activities of the centralized service center supplementing one another and the effort of all persons concerned directed toward achieving the objectives. Flexible standards and procedures which are continuously evaluated and adjusted will accomplish these ends.

Five Basic Principles Explained

A search for principles of centralization reveals that the literature of industrial management and of school organization is vague on this point. It is agreed that organizations should be established on principles; and though excellent principles for an ideal organization are outlined, the application of these principles is difficult because the human factor enters into all organization work. The more the problems of organization are studied the more it is clear that human nature and its failures interfere with organizing any business on abstract principles.

If the definition "a principle is a statement formulated as a guide to action" is correct, the writer, though he recognizes that not any one principle is inclusive, presents the following list of principles as a guide to centralization of functions in a service center.

The Principle of Co-ordination

If one man working alone should build a house, there would be no need for co-ordination of the several parts of the work. If a number of people, such as carpenters, bricklayers, plumbers, plasterers, etc., build a house, there is need for co-ordinating their labor. In

a school system the size of Oklahoma City, there is need for co-ordinating the activities of the mechanics who do the work of building maintenance and operation, and of the executives and clerks who do the purchasing; of the laundry workers, truck drivers, and many others.

The co-ordination of these services becomes mandatory; yet there is no one way of co-ordination. The exact plan in every community depends upon the local situation. There appears to be two general methods of co-ordination (1) by organizing; i.e., by subdividing responsibilities from top to bottom; and (2) by the dominance of an idea, such as the development of a singleness of purpose so strong that each worker enthusiastically sees his task fitted into the whole program. Neither way of co-ordination is mutually inclusive, and any organization must use both methods to be successful.

The co-ordination of a school service center embraces such tasks as (a) defining the jobs to be done; (b) providing the direction to assure the realization of the major objectives of the organization; (c) determining how many workers are needed for the jobs; and (d) establishing the controls between the direction and the ultimate working conditions.

The Principle of Functionalism

The inadequacies of our language have invented new meanings for the word *functionalism*. As used in this study, functionalism is simply the differentiation between kinds of duties. In any job, the determination of something to be done, the doing of that something, and the resolving of the occurring conflicts generally appear collectively. They may appear completely separated in the general structure of an organization.

The purpose of any organization is to integrate its functions. This may be done through exact definition of duties. When all the members of an organization exactly understand their duties, and see their jobs in relation to all the jobs around them and in relation to the total purpose of the enterprise, a unity of spirit develops which is fundamental to co-operative effort.

In staff service functionalism has three phases which are closely integrated. The informative phase refers to those things which authority should know in framing its decisions; the advisory phase is the actual counsel based on such information; the supervisory phase refers to the informative and advisory phases as they are applied to the details of execution. Thus, the staff is purely an auxiliary service. It is very important that the co-ordinated effort of the staff provides opportunities for the infiltration from the rank and file to the supervisory heads of knowledge needed in the execution of all plans.

The Principle of Promising Practices

In the many institutions of a democracy, the question of the placement of functions

which should be handled locally and the placement of functions which should be handled centrally, have provoked much critical thinking. The specific designation of the functions which should be housed in a centralized school service building has not been standardized.

Some functions may adjust themselves more easily to a centralized organization while others may not. Then, which functions adjust themselves and prosper? Cillie¹ found that two thirds of the functions in the field of business administration prospered better under centralization than under decentralization. In a city school system some items which prosper as well or better under centralization than decentralization follows:

- a) Availability of instructional materials
- b) Adequate budgetary procedure
- c) Adequate maintenance procedure
- d) Quantity purchasing
- e) Basing appropriations on objective need
- f) Bonding of officials
- g) Adequate accounting for expenditures
- h) Proper authorization of expenditures
- i) Checking and receipting for goods and services
- j) Making continuing analyses of need
- k) Expediting audits

Officials of school systems which have maintenance and storage services that are not centered, urge that one plant be used to house all the services needed in a school system. The divisions generally stipulated as necessary are:

I. *Maintenance* which includes such services as: (a) estimates and plans for repairs and alterations; (b) the operation of shops for electric, gas, steam, wood, plumbing, sheet-metal repairs; painting, glazing, and automobile maintenance; (c) repairs to grounds and outside equipment; (d) record keeping and accounting necessary to maintenance.

II. *Plant operation* which performs such services as: (a) fuel requisitions and inventories; (b) supervision and repair of operation of furnaces and temperature control; (c) management of custodial service, cleaning, fire prevention; (d) direction of care of grounds, and watchman; (e) control of extra-school time use of plant; (f) accounting necessary for school plan operation.

The above services focus best in a centralized service building in order that proper co-ordination is kept between operation and maintenance.

III. *General central store services* which perform such operations as:

- a) Warehousing for quantity purchases of (1) cafeteria food and equipment; (2) school supplies and movable equipment; (3) textbooks; (4) maintenance and operating materials and equipment
- b) Bookkeeping and continuous inventories necessary to store keeping
- c) Handling of requisitions
- d) Receiving of goods and checking against orders
- e) Delivery of supplies to schools, such as: (1) central office mail; (2) maintenance and operating supplies; (3) instructional supplies and equipment; (4) cafeteria supplies and equipment
- f) Storage and transfer of used materials and equipment
- g) Storage and disposal of obsolete equipment

Some of the benefits of centralization² of services have been found to be the establishment of unified practices and standards, responding quickly to emergencies. Central serv-

ices tend to be more efficient and economical for six reasons: (1) A central service attracts more competent personnel. (2) It makes wide sources of information on school business administrative problems available. (3) It allows greater functional specialization. (4) It makes possible greater opportunities for the centralization of school business administrative activities. (5) It makes possible the division of labor and the obtaining of better equipment. (6) It gives common direction to the care of the physical properties in a school system, and compels the personnel to maintain higher standards of service.

The Principle of Efficiency

The principle of efficiency in school administration is important, but it may be overstressed to the point of overmechanization of the human and material factors. As such it should not be sanctioned in a democracy. Yet management³ should be responsible for the kind of efficiency which eliminates wastes of both human and material factors. Efficiency can be achieved where the organization selects and trains its personnel. Necessary provisions should be made for:

- a) Providing competent people on all jobs and especially skilled people for special jobs
- b) Securing co-operation and using the talents of the unskilled as well as skilled people
- c) Upgrading people on the jobs they hold
- d) Training selected people for the duties and responsibilities of leadership and foremanship
- e) Pooling the suggestions of all workers
- f) Studying methods of production
- g) Developing a feeling of unity in the entire school administration

Efficiency is further achieved by organizing material necessary to eliminate wastes:

- a) Prepare schedules of work
- b) Develop an accounting system for necessary business
- c) Make possible the quantity purchasing of materials, supplies, and movable equipment
- d) Provide storeroom layouts for the economical receipt, moving and distribution of goods in the plant
- e) Provide inventory procedures
- f) Provide facilities for collecting, dispatching and routing mail, supplies, and equipment to schools
- g) Provide for simplified and standardized lists of materials

Flow of work is enhanced not only by proper plant layouts but also by attention to (a) the safety of the worker; (b) safe maintenance of machinery and equipment.

To secure continued efficiency, good will is fundamental. It begins in the smallest unit of a shop. There are many unexplored possibilities of securing harmony by improving relations in the routine of daily work. Small annoyances and disagreements may seem unimportant, but let them pile up and they cause disruption. The starting point of all good relations is the satisfactory unit of work and the satisfied worker. The sagacious director of a school service center is always focusing attention on adjustments within the organization.

Common sense teaches that a final principle of efficiency suggests the need of standards and methods on which it strives to pool the skills and co-ordinate the efforts of the several functions in a central service plant. To do this it becomes necessary to routinize certain phases common to all types of work in order to facilitate the services and increase production and services.

³Norris A. Brisco, *Economics of Efficiency*, pp. 1-43, 1914.

The Principle of Service

The principle of service is another important factor in success of the centralized service center where all school-business facilities are housed.

a) In my experience, the service workers in a school system trained to co-ordinate their work tend to develop active co-operation among themselves and with management.

b) Workers who pool ideas and efforts generally aim toward better practices.

c) The workers who develop "Occupational" knowledge about the school system acquire a spirit of improvement.

d) Workers who are imbued with the conscious belief that things can be improved make possible changes which insure the success of the centralized service center.

e) In my experience, service employees who participate on interlocking committees develop a better understanding of the problems of education and see how their specific jobs are related to the total problem.

Another aspect of the principle of service is the opportunity of permanent employment provided for the individual worker. Steady employment at a fair wage and under favorable physical surroundings, with provisions for paid vacations and sick leave, a continual chance to improve his skill and service, and the periodic appraisal of effectiveness on the job all may serve to be motivating forces for the individual worker.

Likewise, because of the possible continued service of an employee, the school system receives such benefits as: (a) high productivity per employee and corresponding low labor cost per unit of service; (b) stability of the working force; and (c) friendly attitude of the employees toward the school system as a whole.

In summary, as evidenced by the principles of co-ordination, functionalism, present-day promising practices, efficiency and service, centralization in a school business service center will organize certain public school services more efficiently and economically. The center may provide unified direction and guidance to local school units; and it will improve maintenance and operation in the interests of the school system.

Dangers in Centralizing Services

Research has not produced statistics concerning the effectiveness of centralization of school business services. In fact, experience in government and industry show that certain dangers to efficiency which must be watched constantly, are found in centralized services.

1. A common danger may be extreme overspecialization. Experts are inclined to limit themselves to their own fields, and to neglect the interests of the organization as a whole. They desire independence and freedom from other activities and even from democratic control, and they would make an "end" of what should be a "means." They often smother departments in red tape which injures the program of the organization.

2. Another important danger appears when the specialist or skilled mechanic assumes that, because he is expert in his own field, he is equally competent in other fields.

3. A certain technical efficiency achieved by some men often influences their associates to look at these men as expert in supervision or administration and to seek to put them in top positions for which they may not be trained. Generally speaking, expertness does

(Concluded on page 92)

¹Francois Stephanus Cillie, *Centralized or Decentralized*, p. 85, 1940.

²Paul Studenski and Paul R. Mort, *Centralized vs. Decentralized Government in Relation to Democracy*, pp. 32-51, 1941.



3. Playground entrance to junior high and gymnasium wing, Cherokee School, Tulsa, Oklahoma. — Frederick Vance Kershner, Architect, Tulsa, Oklahoma.

The Combination Elementary and Junior High School *Clarence F. Mantooth**

Oklahoma school laws provide that one school district may annex itself to any adjacent district by a majority of votes cast in an annexation election held within the district which seeks to be annexed.

There is no recourse for the second district in question except to provide equal educational opportunities for the children in the newly acquired area.

In 1933 the Turley, Okla., school district, adjoining Independent School District Number 1 of Tulsa county, Okla., (Tulsa public schools) on the north, was annexed to the Tulsa district, and operation of the Turley school became a responsibility of the Tulsa public school system.

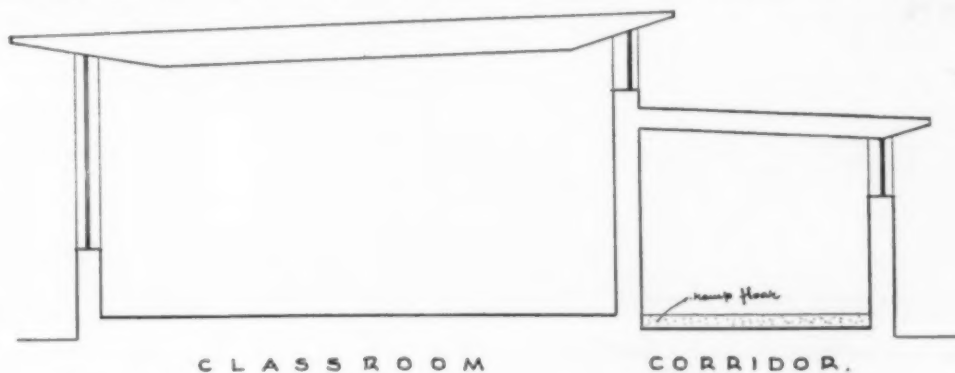
The fall enrollment in the elementary, junior high, and senior high schools at Turley following annexation was 587. The area, a separate community $7\frac{1}{2}$ miles north of downtown Tulsa, began to grow in population until the

enrollment had nearly doubled by the latter part of World War II, despite the transfer of senior high school students to other high schools in Tulsa.

Facilities at Turley, later renamed the Cherokee School, included a junior high school building, an elementary school building, and

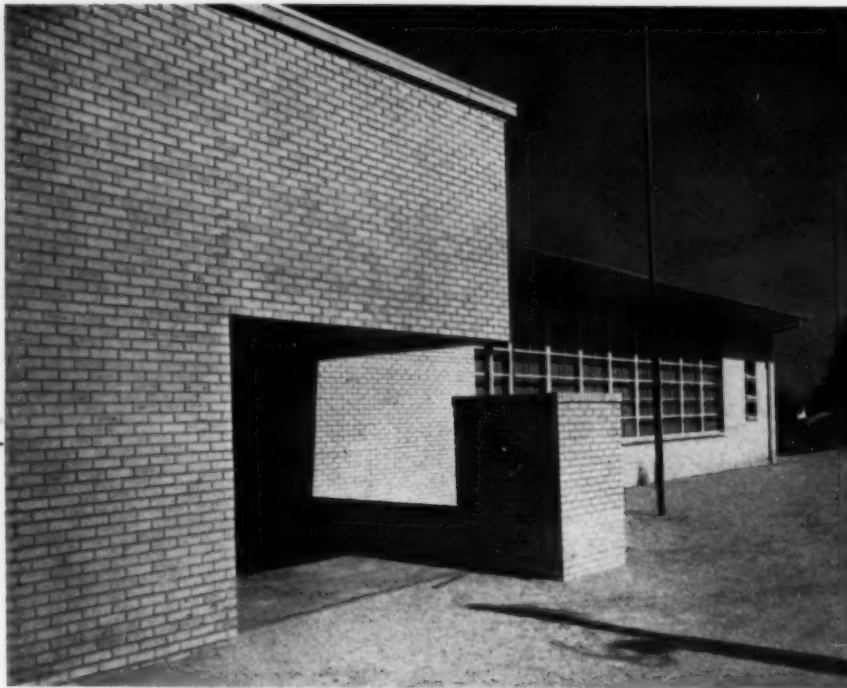
a gymnasium-auditorium used by students at both levels. The junior high building, a three-story red brick structure, was old, its rooms were poorly arranged, and the entire school lacked any type of modern facilities.

To provide equal educational opportunities would require the abandonment of the old



Section through elementary classroom and corridor, showing the lighting arrangement.

*Director of Public Relations, Tulsa Public Schools, Tulsa, Okla.



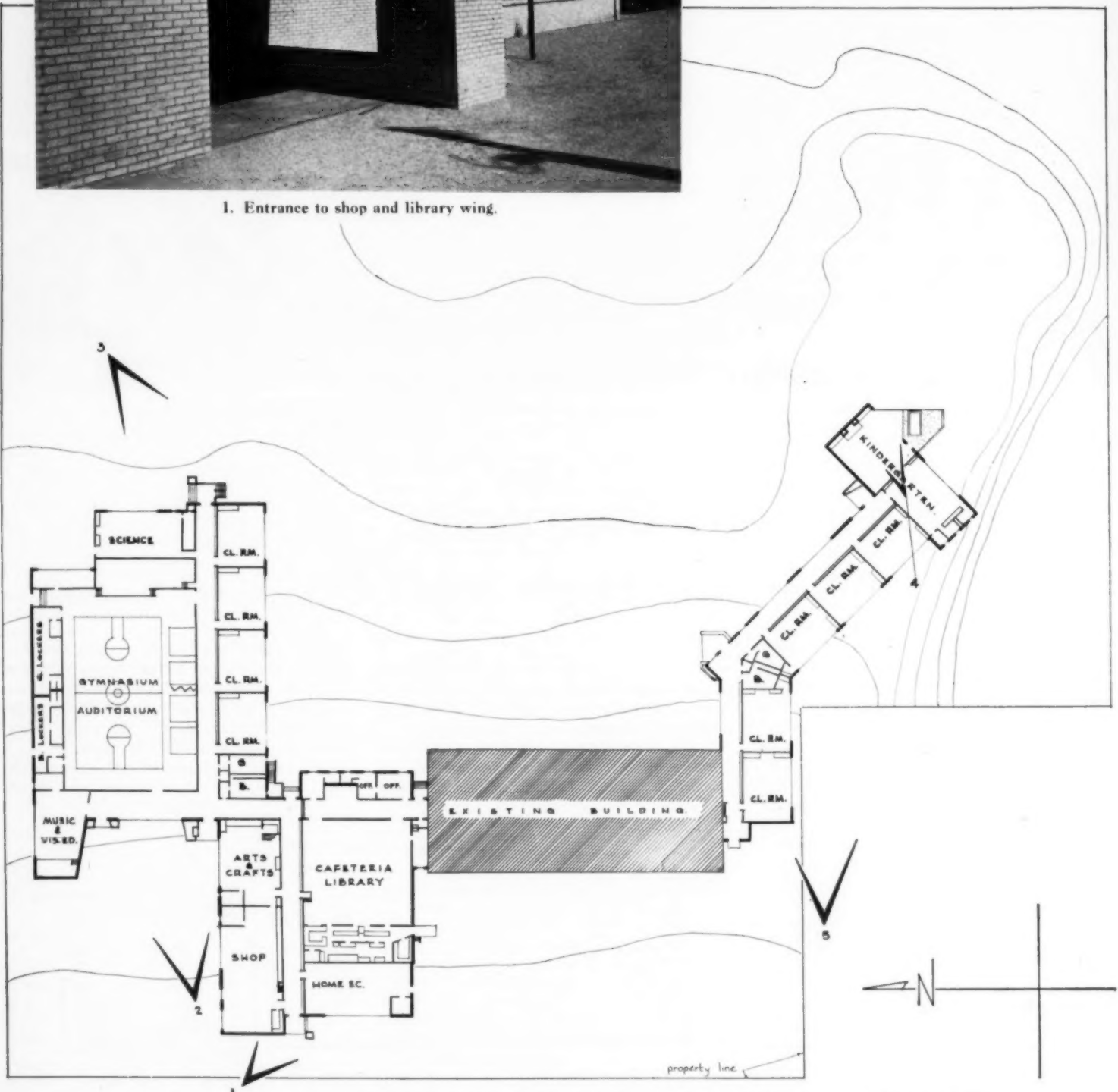
1. Entrance to shop and library wing.

junior high school building, remodeling of other existing structures and the addition of facilities for junior high school children and the increased elementary enrollment.

The program was set up as the major item in a \$4,500,000 bond issue approved by the voters of the Tulsa school district December 4, 1945.

The new Cherokee school presented a rather complex problem, Frederick Vance Kershner, architect, pointed out, in that provisions had to be made for children of kindergarten age through the ninth grade.

The objective was to provide classrooms, kindergarten, gymnasium, cafeteria-library, speech arts room, shops and home-economics laboratory for the growing community. It



Floor and Site Plan, Cherokee Elementary and Junior High School, Tulsa, Oklahoma. — Frederick Vance Kershner, Architect, Tulsa, Oklahoma.



6. Bay window of the kindergarten illustrates the sunshine and fresh air which the children enjoy in all the rooms.

appeared necessary also to preserve the playground area, to protect the children from the main highway in front of the school, and to separate the junior high from the elementary school students.

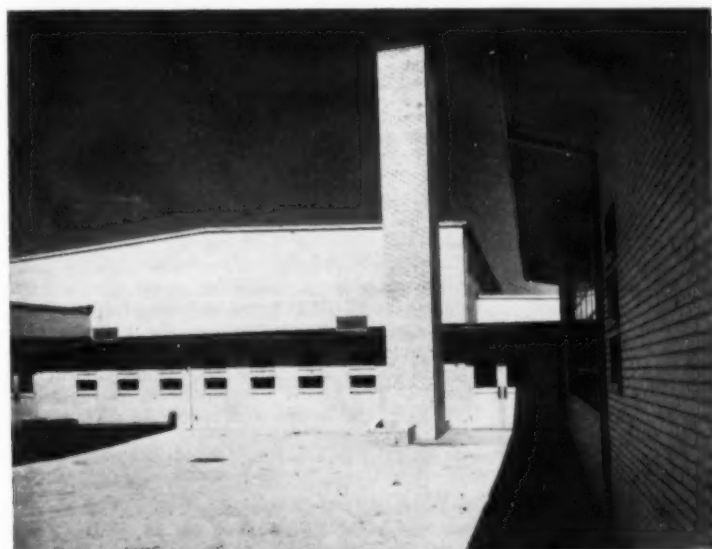
In order to segregate the various age groups, the elementary grades were placed near the edge of the grounds, with the kindergarten at an extremity, while the junior high school was kept near the other edge. The irregular prop-

erty line and the desire to avoid cutting up the expansive playground led to the irregular shape of the elementary wing.

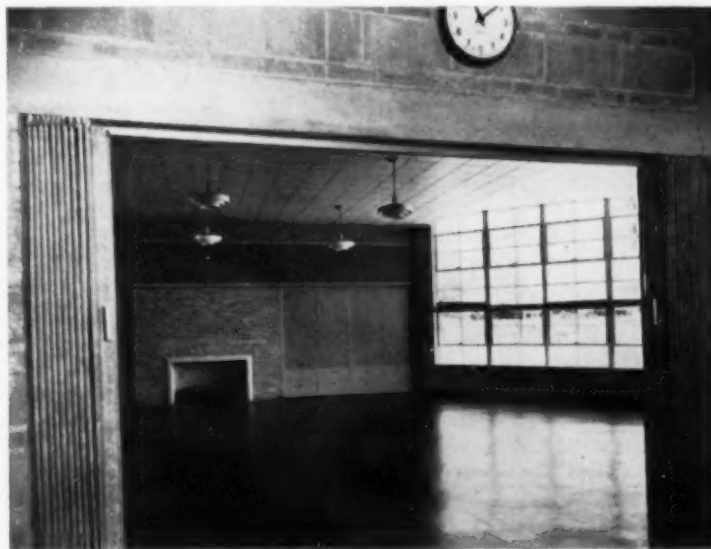
Separation of the elementary group from the junior high students was made possible by converting the old gymnasium building into a combination cafeteria-library and offices, this being a central location and used by both elementary and junior high students. The new construction was wrapped around the re-

modeled gymnasium. The cafeteria serves hot plate lunches to more than 550 students each day.

The elementary wing, consisting of five classrooms and a two-room kindergarten unit, is attached to the south end of the existing elementary building, extends to the east and then turns at an angle toward the southeast. This angle was determined to allow the greatest possible playground area.



2. Entrance to gymnasium and junior high school wing showing chimney of underground steam plant.



4. General view of kindergarten room looking toward fireplace and bay window.



5. View of elementary wing from the south. Note the protection from the sun afforded by the overhanging eaves.

All classrooms in the elementary addition have natural bilateral lighting. The corridor is on the playground side for easy exit to the play areas. The classroom floors are at different levels connected by a ramped corridor. This was done to eliminate outside steps as each exterior door opens directly out on the same level as the adjoining contoured playground.

The kindergarten is equipped with radiant panel heating in the floor, thus making the floor warm for children to sit on. The floor heating in the kindergarten is supplemented by auxiliary unit ventilators which provide warm fresh air. The kindergarten also has a "V-shaped" bay window with glass from floor to ceiling. The entire elementary addition is equipped with individual metal lockers for students. Separate lockers and toilet rooms are provided for the kindergarten.

Because the kindergarten is the child's first introduction to school, these classrooms were made as attractive and comfortable as possible. A fireplace is situated in the center of one of the two kindergarten rooms.

The building in general has a low, slightly sloping roof with wide overhanging eaves which afford protection from rain and bright sunlight. The unquestionable advantage of adequate light, properly distributed, dictated that windows be kept near the ceiling and called for some above the corridor.

The new junior high school wing, consisting of five classrooms, gymnasium, shower rooms, and speech arts room was added to the north end of the converted cafeteria-library. This made possible a public entrance to the gymnasium for community activities without disturbing the remainder of the school. An arts and crafts shop, a complete manual training

shop, and a home-economics laboratory were added to the north and west side of the converted cafeteria-library.

The gymnasium is divided by a removable wall into two 50 by 70-ft. areas, one for boys and one for girls. At one side of the girls' gymnasium is a stage, with one of the most complete sets of lighting equipment in any Tulsa school. Gymnasium facilities will include basketball, ping-pong, softball, and shuffleboard. The combined gymnasiums will seat 1000 persons.

The new Cherokee school is of modern architecture. The walls are brick backed by concrete units exposed on the interior. This was done to reduce original cost as well as to lower maintenance cost. The roof structure is of steel bar joists. The fireproof roof deck is covered with a 20-year tar and gravel roof.

A special feature is an indentation in the corridor wall across from the cafeteria. The space accommodates two circular spray wash fountains where children may wash their hands before eating their lunches. An average size class takes about three minutes at the wash fountains.

The Cherokee school project cost \$409,739.01. There is only one other combination elementary and junior high school in the Tulsa system, which is composed of 53 schools.

Dr. Charles C. Mason, superintendent; Byron L. Shepherd and O. C. Griggs, assistant superintendents in charge of secondary and elementary education respectively; J. Roy Inbody, assistant superintendent in charge of business service, and Principal L. G. Roberson can emphatically say now that children who attend the Cherokee school are being given educational opportunities equal to those offered in other schools of the Tulsa system.

ST. LOUIS BOARD BUILDS FM STATION

The St. Louis board of education has nearly completed a frequency modulation radio station (KSLH) to be used by the public education system in the St. Louis area.

The station was designed with an R.C.A. 370-ft. heavy-duty type of pylon to permit eventual telecasting also. There are three large studios, two control rooms, two smaller studios and a recording room. There is portable equipment to permit broadcasting from any school in the city, or from the Public Schools Stadium, where athletic contests are held.

KSLH will operate on a frequency of 91.5 megacycles. Effective radiated power will be 12,100 watts, insuring reception under all conditions within a radius of at least 50 miles.

Harry Rhodes, school building commissioner in St. Louis recently stressed some of the objectives that could be attained through the medium of radio in the school system, in a progress report to the board of education.

One of the most important points is the possibility of closer contact between teacher and parent with the parent getting a deeper insight into the school life of the child by listening to broadcasts of classes in progress, or to programs stressing the importance of close parent-teacher-student relations.

Adult education will also be possible in a more convenient form, radio broadcasts. More people will avail themselves of opportunities presented by turning the knob of a radio than night school or correspondence courses.

The new station, which will be ready for use early in the year 1950, will bring good music, drama, news analysis, science, speech work, or any subject of interest and use to the classes, into the classroom. When television becomes important in education it will aid also through illustrated lectures and demonstrations. Mr. Rhodes has stressed the advantage of FM, saying it "is the only really satisfactory method of radio broadcasting, because FM can be heard perfectly during lightning, snow, rain, static, or any other atmospheric condition that might make amplitude-modulation radio unlistenable."

GATESVILLE COMPLETES PLANS FOR EXTENSIVE SCHOOL BUILDING PROGRAM

Early in the school year 1949 the school board of Gatesville, Tex., decided to revise its entire school program. Following a number of surveys it was decided to invite a number of rural school districts to join, and 17 districts were consolidated so that the district now has 195 square miles and a population of 6000.

The next step was the planning of a school bond issue. Much work had to be done and many phases of public relations carried out which resulted in an over-all tax rate of \$1.25 and the approval of a bond issue of \$485,000. The bonds will be devoted to the construction of an elementary school building to house the first six grades.

The new building has been carefully planned with the idea of getting entirely away from the traditional type of building. It provides for a cafeteria, a playroom, offices, and libraries, new seating, extra large classrooms, worktables, storage cabinets, and drinking fountains. Construction work has already started and the building will be completed and occupied in September, 1950. The building will house 650 students and 25 teachers. The board has purchased 20 acres of land and the grounds will be improved and beautified.

► Pittsburgh, Pa. The board of public education, under the direction of M. M. Steen, chief of the division of plant operation and maintenance, has begun work on a proposed long-range school building program. A report will be made on the progress of the plans in the near future.



Architect's Perspective, Lewis Parkhurst School, Winchester, Massachusetts.
Hutchins & French, Architects, Boston, Massachusetts.

A School Designed for Neighborhood Use

The challenge to be met in planning and erecting any school building is fourfold. There is, first, the need of translating the current educational needs of the community into building facilities which in kind and size will fit the educational program and house the children to be enrolled. There is need, secondly, for providing the structural materials, the permanent utilities, and the mechanical accessories which will make the structure sanitary, safe, easy and economical to maintain, and genuinely economical within the lifetime planned. A third requirement is beauty—that quality which fits a building into its surroundings and satisfies children and adults with the harmonious, honest use of forms and materials. A final and controlling need is that of holding the building within the economic ability of the community to meet the first cost and the continued operation of the building. A school in which all these needs have been carefully considered is the Lewis Parkhurst School at Winchester, Mass.

The Lewis Parkhurst School was completed in May, 1949, and opened in the fall. At the dedication ceremonies on September 25, speakers representing the state and the town brought out the educational values to be derived from the school plant. The citizens and patrons observed that the general design of the building follows colonial forms reflecting the history of the community. The concept underlying the building plan is that of a true neighborhood school with provisions for a rich, well-rounded school day for the children

and facilities for adult use. Most of the pupils live relatively near.

The building has been so placed on a sloping terrain to allow for economical use of the

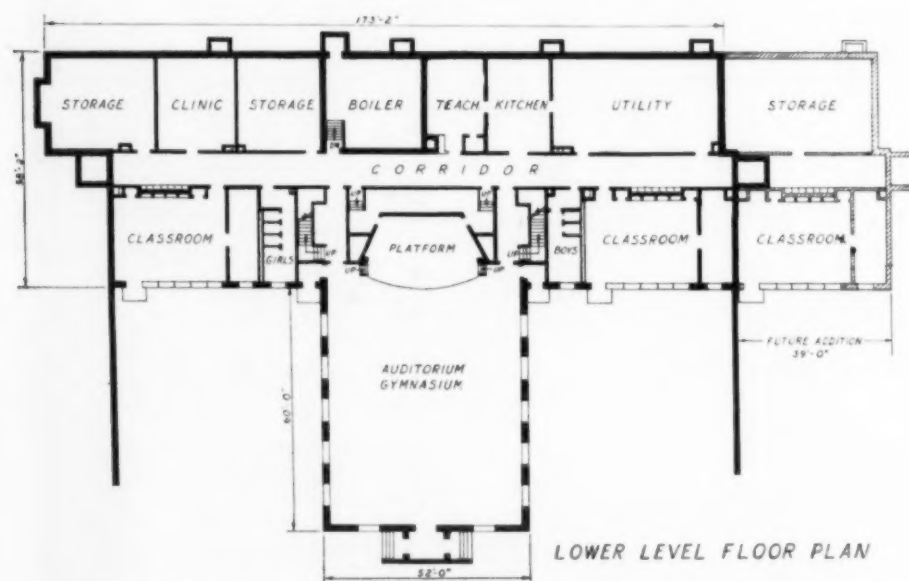
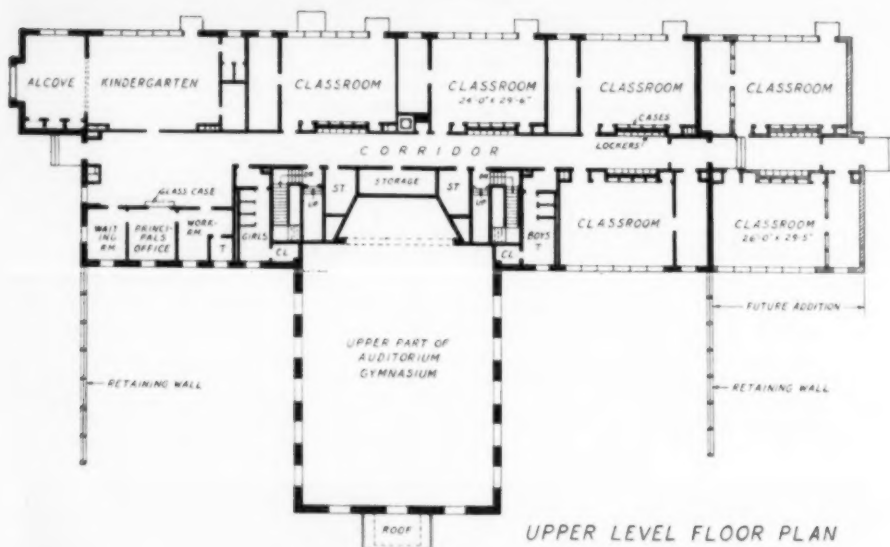
two floors and of the full extent of several acres of flat area in the rear. The kindergarten and four classrooms are located on the upper level, and two classrooms, an auditorium-



The auditorium playroom as seen from the stage. The movable chairs are stored on carriages in a nearby room.



The Lewis Parkhurst School, Winchester, Massachusetts.



Lewis Parkhurst School, Winchester, Massachusetts. Hutchins & French, Architects, Boston, Massachusetts.

gymnasium, which also serves as lunchroom, a clinic, a kitchen, a boiler room, storage and utility rooms, are placed on the lower level. The principal's suite adjoins an entrance on the upper level. A wide corridor between the office and the kindergarten makes this area of the building especially suited for a variety of school and community uses.

The classrooms are 21 by 29 ft., and in each case, there is an adjoining workroom at one end, 8 by 21 ft., to be used for special projects and for small group activities. Lockers for the classrooms are situated in the corridor, thus providing in the classroom, an entire wall for bookcases, drawers, closets, etc., for instructional materials used by the teacher and pupils. Each classroom has an exit at grade level, and is designed for 25 pupils.

The kindergarten is a classroom and a half in size with an additional alcove at one end, 16 by 24 ft. This room has its own storage space, coat room, and toilets.

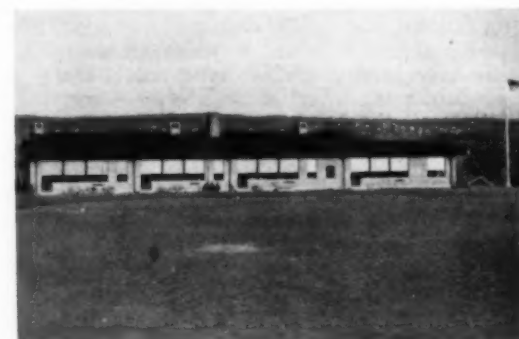
The auditorium-playroom is planned to seat 350, and a convenient kitchen makes it suitable for serving lunches and for community and various other purposes.

The building is of second-class construction with brick, limestone, and plaster walls, steel and wood floors, wood roof, asphalt tile floor covering, except in the auditorium-gymnasium, which is maple, and acoustical tile ceilings. The classrooms have unit ventilator heating, and green chalk boards. Fluorescent lights are in the classrooms, workrooms, and in the auditorium. The corridors, toilets, clinic, etc., are lighted by incandescent lights.

A practical feature in the design of the building is the use of directional glass blocks in the windows of the classrooms, which direct



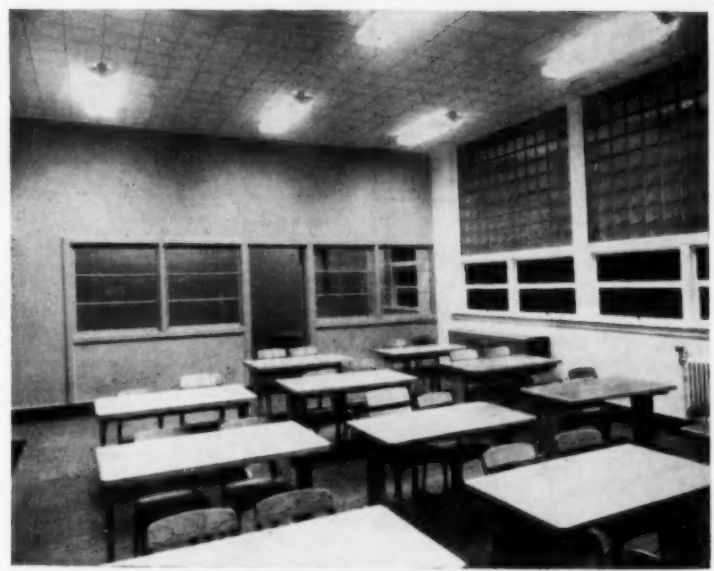
Front View, Lewis Parkhurst School, Winchester, Massachusetts.



A rear view of the building from the playground.



The kindergarten looking toward the alcove.



A view of a classroom looking toward the workroom at the rear. Each classroom has a sink with hot and cold running water.

the light to the ceiling and give reflected light at the desks.

Great care was exercised in the choice of interior materials and finishes to provide harmonious color combinations and to maintain low contrast coefficients in the brightness of surfaces. Prof. Gyorgy Kepes, of the Department of Architecture of the Massachusetts

Institute of Technology, designed the entire color scheme with special consideration for the psychological and lighting results.

The total cost of the building, including the site, preparation of the site, equipment, fees, and other expenses, was \$349,989.85. On the basis of a total enrollment of 175 children or 25 per room, the cost per pupil was \$1,999.90.

The cost of the building alone was 68.5 cents per cubic foot; for the entire project complete the cost was 82 cents per cubic foot.

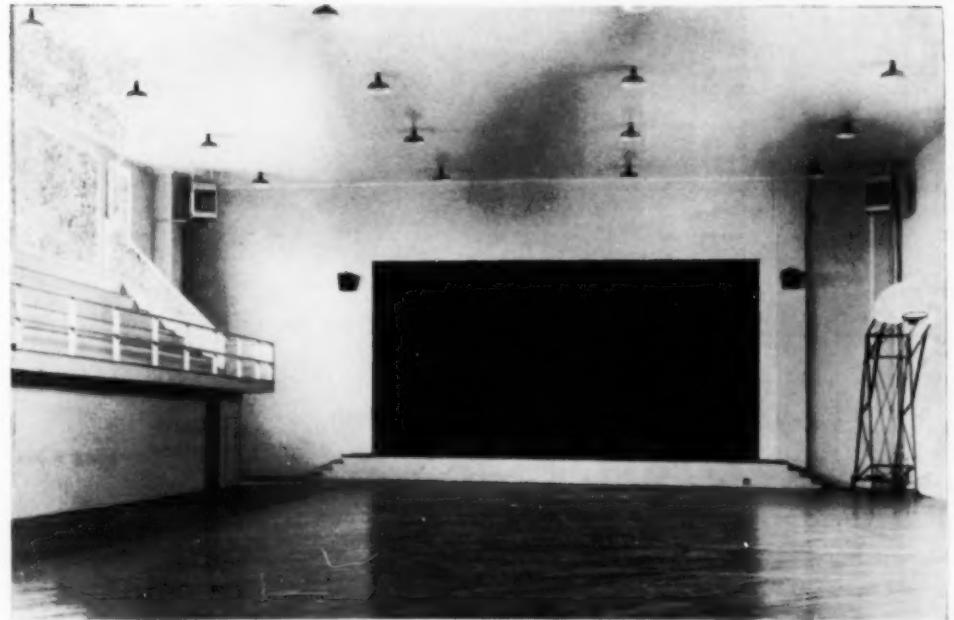
The educational planning was directed by Supt. Forbes H. Norris, and the architectural planning and the engineering service was done by the office of Messrs. Hutchins & French, Boston 8, Mass.

Remodeling an Old Schoolhouse for Efficiency and Economy *Stanley Brown**

Early in 1948 the school board and people of Sanger, Tex. (population 1000) were confronted with a problem that can be duplicated in small communities all over the country. For educating the children, the community operated a three-story, 30-year-old building that permitted of only the narrowest, formal academic program. While the building was sound and the exterior walls were found to be in good condition, the interior and the roof were beyond redemption. All facilities, of which there were few, were scaled to adult dimensions. Small children, in order to get a drink, had to jump up and hang on the bubbler. Door hardware was practically nonexistent and the exterior doors in one case were chained together.

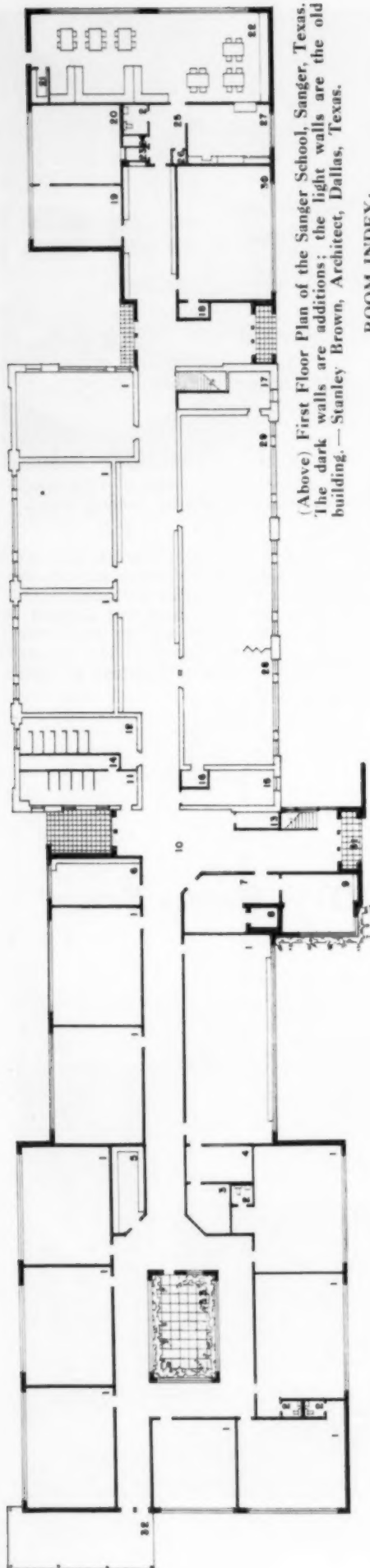
A gymnasium, built in the mid-thirties, was directly adjacent to the school. Early in 1948, it burned to the ground, leaving only a square slab of concrete. The fire was probably a blessing in disguise because it started the movement for a better school plant.

Insurance for the gymnasium amounted to \$48,000 and the community voted a bond issue for \$125,000.



The gymnasium-auditorium has been planned and equipped with the current program of the school in mind.

*Architect and Engineer, Dallas, Tex.



(Above) First Floor Plan of the Sanger School, Sanger, Texas. The dark walls are additions; the light walls are the old building. — Stanley Brown, Architect, Dallas, Texas.

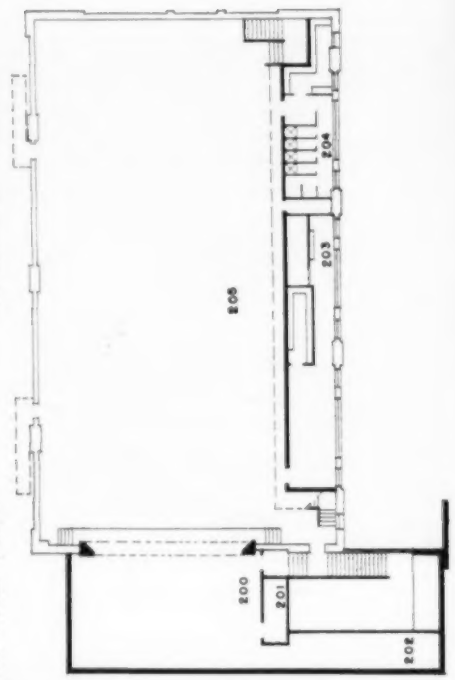
ROOM INDEX:

- | | |
|--------------------------------|------------------------------|
| 1. Classrooms | 17. Kitchen Storage |
| 2. Toilets | 18. Science |
| 3. Library Work Space | 19. Bookkeeping |
| 4. Library & Conference Room | 20. Typing |
| 5. Book Room | 21. Pantry |
| 6. Book Room & Conference Room | 22. Homemaking, Kitchen |
| 7. Office | 23. Storage |
| 8. Vault | 24. Bed Closet |
| 9. Office | 25. Hall |
| 10. Corridor | 26. Storage |
| 11. Boys' Rest Room | 27. Living Room (Homemaking) |
| 12. Girls' Rest Room | 28. Cafeteria |
| 13. Storage | 29. Kitchen |
| 14. Pipe Work Space | 30. Science |
| 15. Teachers' Rest Room | 31. Entrance |
| 16. Storage | 32. Bus Loading |
| | 33. Light Court |

(Below) Floor Plan of the auditorium-gymnasium area.

ROOM INDEX:

- | | |
|----------------------|------------------------------------|
| 200. Stage | 203. Boys' Shower & Dressing Room |
| 201. Storage | 204. Girls' Shower & Dressing Room |
| 202. Storage (Prop.) | 205. Gymnasium & Auditorium |



The Problem

The problem presented to the architect was as follows:

1. Provide teaching area for from 400 to 600 pupils of elementary and high school age
2. Provide a gymnasium
3. Supply an auditorium
4. Include a cafeteria in the plan
5. A first-class homemaking department is necessary
6. Provide a shop for the boys
7. A study hall is essential for the administration of the high school
8. A library is the nerve center of the academic work
9. Do all this for \$173,000.

The purchase of a new site was practically out of the question, as the sales value of the existing plant was nil. Study showed that the cost of demolishing the old school and starting all over would be prohibitive; therefore, the whole problem resolved itself into how best to utilize the existing building and grounds.

With the requirements of the school and restrictions of finances in mind, the architect developed his program. After careful investigation it was found that the slab from the burned gymnasium was in good condition. As stated before, the solid masonry walls and foundation of the old school were sound, so

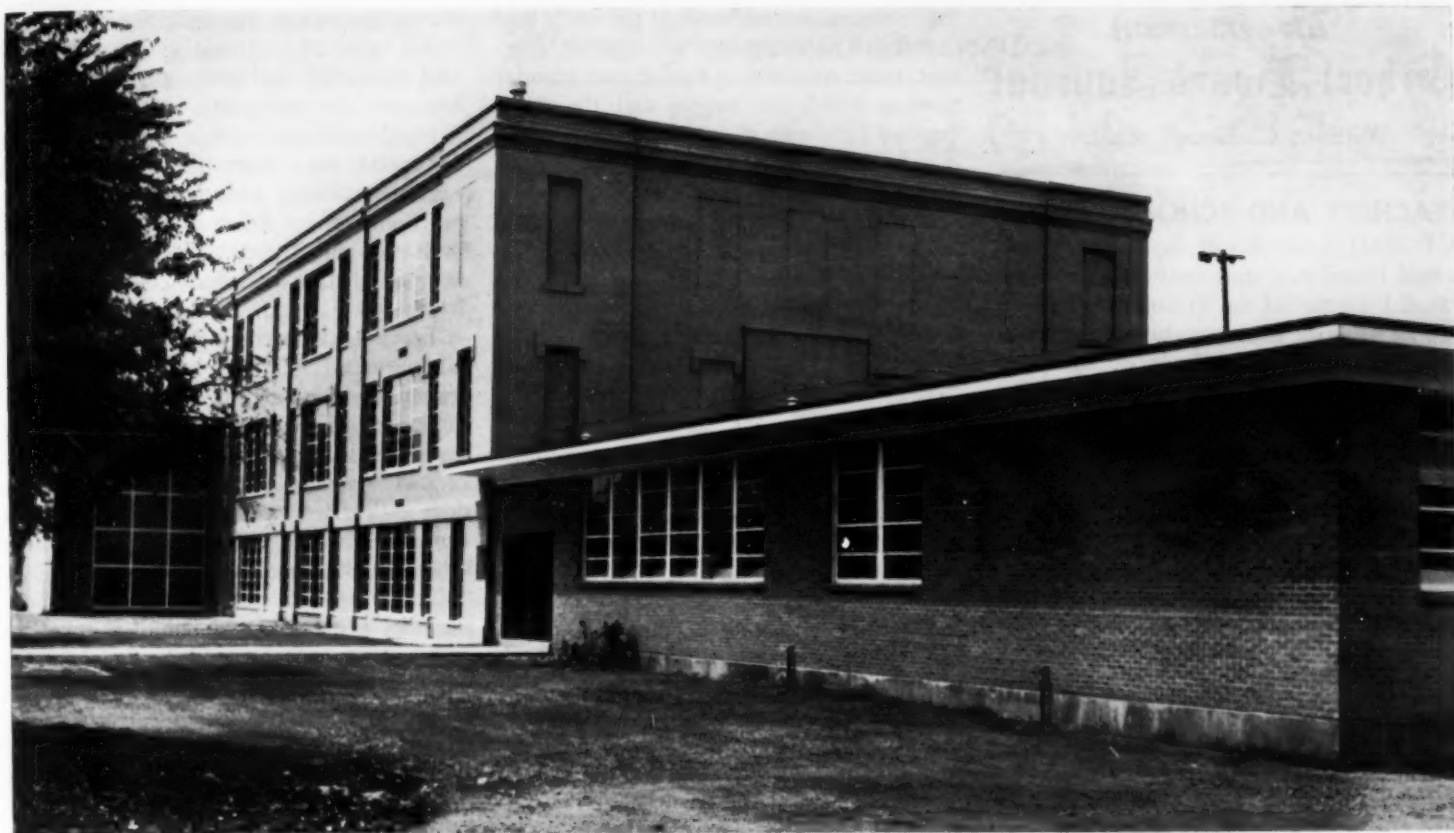
it was decided to utilize them to the best advantage. Feeling that just refinishing the interior of the old building would be like trying to add up two wrongs into a right, the architect decided to keep all classrooms out of the old shell. If possible, he would try to arrange all teaching areas on the ground-floor level for safety's sake.

The accompanying plan shows the solution of these problems as accepted. First of all, the two upper floors and roof of the old building were removed and the fancy parapet was simplified. A new floor on steel was established at about the same level as the old second floor. On this floor was to be a combination gymnasium and auditorium. A balcony was constructed on one side of the gymnasium under which were locker facilities for boys and girls. Steel trusses spanned the gymnasium and a new roof was provided. The ground floor was revamped to provide a kitchen and cafeteria, rest rooms, shops and vocational classrooms, and storage space.

At first, the square shape of the old gymnasium slab seemed to present a tough problem for utilization as classrooms. This was worked out rather happily by building classrooms around the perimeter of the slab and leaving an open light court in the center. This open court provides cross ventilation for all classrooms in this area and lets in good light for



An airplane view of the school site before the additions were planned.



The enlarged Sanger School, Sanger, Texas, as seen from a street corner. — Stanley Brown, Architect, Dallas, Texas.

what otherwise would be a dark corridor. The primary classrooms in this area have been provided with toilets for close teacher supervision.

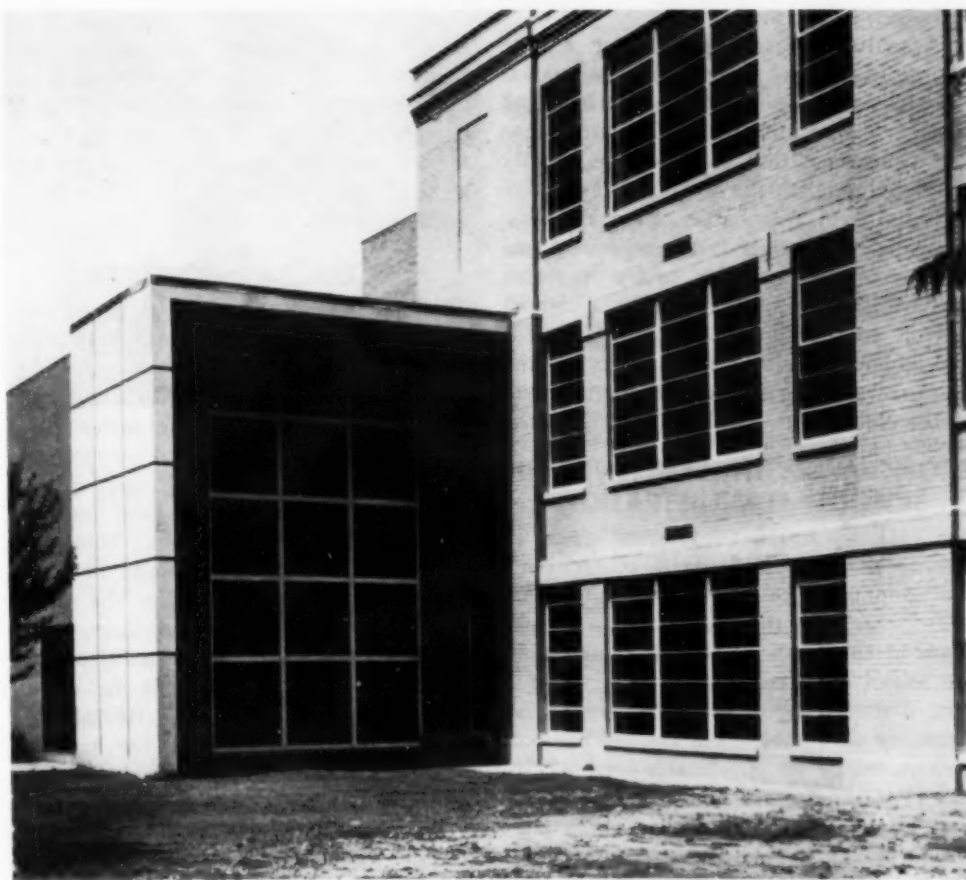
As a large percentage of the students arrived via bus, a bus loading canopy was constructed. No child need get wet even in the worst weather.

In the space between the old gymnasium slab and the original school building a combination study hall-library, classrooms, a book-room, offices, and a main entrance, were constructed.

A wing was extended to the east of the old school to house the business studies, science rooms, and a complete homemaking department. The homemaking area consists of facilities for cooking, sewing, and laundering. A modern living room is furnished for practice purposes.

Even if it had not been impossible to match the bricks of the old, it would have been undesirable because of the unpleasant color of the old sections. It was decided to select new brick for the new portions of the building and to paint the old building to match. The result was excellent. The latest methods of lighting, painting, and heating were employed throughout the structure to give the child a comfortable and safe place to learn.

Since so much razing and remodeling of the old structure was necessary, it is difficult to make a good cost analysis. The total cost of the building, including the architect's fees, was \$171,000. On a square-foot basis, without attempt to break down into new and old areas, this figures at \$5.70 per square foot. On a cubic-foot basis, it is 54 cents per cubic foot.



The front entry has been treated in modern style to provide safest use of doorway and excellent lighting of stairs.

The American **School Board Journal**

William C. Bruce, *Editor*

TEACHERS AND SCHOOL BOARDS

A FORMER member of the Fresno, Calif., school board in a statement printed in the "Staff Bulletin" of the Fresno City Unified School District expresses his appreciation of the professional attitude of the local teachers in that troublesome problem, the salary schedule. He writes:

"The last few years of my tenure comprised a period of steadily rising living costs, when teachers' and others' salaries were being severely strained to make ends meet. Three times during this tense period Fresno teachers demonstrated their unselfish restraint and high regard for the public service they render. Encouraged by the board, the teachers appointed their own committees to make a careful study of the rise in living costs and the salary schedules of other comparable school districts. So conscientiously was their work done and so restrained and moderate were the committee's recommendations, that on each occasion the board accepted their recommendations in toto and authorized the suggested salary increases."

A sentiment like the foregoing can be expressed only when the school board has the right attitude toward the teachers and when, as a result, the teacher group has full confidence that the board is rightly disposed and has the force and authority to fully meet reasonable salary requests. There is no stronger force to prevent unreasonable demands for salary increases and working conditions than a school board's good record in promoting the social-economic welfare of teachers as the means of assuring the educational interests of the children.

ECONOMY WITH EFFICIENCY IN SCHOOL ADMINISTRATION

AS THE confusion of the war years is passing much is said about economy in the administration of public affairs. And since public education commands a sizable share of the public funds, it follows that the school costs come under special scrutiny of the taxpayer. The latter wants the assurance that the school budget has not been raised by an appreciable amount. In the taxpayer's mind the word economy means lowered expenditures.

The thoughtful and circumspect administrator realizes that primarily the schools must be maintained upon reasonably improving standards. He appreciates, too,

that reduced income must of necessity lead to reduced expenditures. The schools, however, must continue to render ever broader services which the people and the times demand. "Economy" is not economy when it is followed by inefficiency — that would be a mere waste of effort and money.

If there is a shortage of funds to carry on a restricted plan of operation, the question is whether the tax ability of the community cannot bear a heavier burden. A sacrifice may be highly necessary. No school board will eliminate courses and services, shorten school terms, hold down salaries, and stint on supplies unless this becomes inevitable. No such reductions can be tolerated until every last effort has been made to carry on along lines of proved policy and accepted needs.

In surveying a school system, expenditures are frequently found which lend themselves to reduction for the sake of economy. These are due to leaks and wastes, the continuance of outworn precedents, the failure to study new developments in building, finance, curriculum, construction, teaching method, organization, supervision, etc. Such a survey report affords ways to real economy without impairing the required standards of efficiency.

When a board of education has held down outlays by eliminating superfluous and wasteful factors, and without impairing the standards of instruction, it has unquestionably performed a notable public service. The newer emphasis in efforts toward economy, it seems, must take into account that economy which is consistent with reasonable efficiency.

EXTRA PAY FOR MEN

THE equal salary schedules so called have become so widespread that any argument for the special salary recognition of men teachers is certain to be considered reactionary. And while the men's pleas for consideration are drowned by the overwhelming voice of women teachers in professional organizations and local teaching staffs, the fact remains that there are sound reasons why men should be given additional pay over and above the scheduled pay of their women associates.

There are in every city school situations in which a man only can give the service needed because he has the strength and prestige of the male and the peculiar combination of qualifications which make him more efficient, even with girl pupils, to teach and to lead his charges toward efficient maturity.

There too is a sound social basis for higher pay for men, especially those who have families. The United States Army

during the recent war fully recognized the social value of additional pay for its married personnel and even gave special allowances for each additional child. The married man teacher has a responsibility, not merely to support his family and educate his children; he must do so in a manner befitting his office as teacher so that both he and the school will enjoy the respect of his immediate neighbors and friends.

Teaching is becoming more solidly established as the one profession which is responsible for carrying down to succeeding generations our culture, our democratic institutions, and many of the best elements of our way of life. This can hardly be done unless we have a reasonable proportion of highly respected men on the public school teaching staffs.

The present flat, equalized salary schedules do a disservice to education in the barriers they set up against sufficient numbers of men entering upon teaching careers. They partake of the deadening effect which all flat schedules have on ambition, especial merit, and the professionalization of an occupation. In the law, medicine, dentistry, engineering, and the newer professions of social value, the effort and ability of the individual are recognized. Why not in teaching?

A MOVE FORWARD

THE recent statement of the A.I.A. Committee on School Buildings, reprinted in the January JOURNAL, is a commendable step toward defining the function of the architect in the planning and construction of single school buildings and in the development of community-wide schemes for providing new buildings and additions, and remodeling existing school plants. The committee has a high ideal of social service which its members exemplify in their private architectural practice and which they desire to see extended to their profession as a whole.

It is difficult to subscribe to the proposal of the committee that in any undertaking the architect be the final professional authority who will act as the co-ordinator of the whole. The ultimate problem to be solved in any school situation is educational and social — not architectural — and the responsibility for its solution lies jointly with the superintendent of schools and the board of education. The top professional authority must be the superintendent, and the final legal and community responsibility must be placed in the board of education as representative of the people. The success or failure of a school building project must be faced continually for many years and the board of

education as a group must answer the criticisms that arise.

In the statement of the A.I.A. Committee there is an unexpressed doubt concerning the competence in building matters of the educational experts who offer their services for school plant surveys and give advice on new construction and remodeling programs. There certainly is a serious need for some authoritative group to set up the basic qualifications to be met by professional men who declare themselves to be school plant experts. Until a statement of such qualifications has been prepared, there is also serious need for school boards to scrutinize the qualifications of these experts and to become convinced that their background and experience will make their advice dependable.

In any situation the superintendent and the school board must consider the educational building expert and the architect as advisers only and must maintain their positions as the final authority.

ADVISERS NEEDED

AN EDUCATIONAL commentator suggests that "every teacher, principal, and superintendent should have a few mature laymen with whom he advises constantly about his work." This idea is undoubtedly helpful—every man needs one or more competent persons to whom he can unburden himself in confidence and ask for counsel. It takes a very real person to ask for frank criticism of himself and his actions and on the basis of an unfavorable analysis, to reverse himself.

A superintendent faces some danger in picking one or two board members to act as his confidants and advisers. Unless such advisers are extremely careful and circumspect it is readily possible to develop in the board an inside clique which will arouse the resentment of the members as a whole. There is no place on a board of education for cliques or blocs. The superintendent who contributes to such a possible situation is sure to develop opposition to his recommendations and to himself, which will reduce the effectiveness of his work.

It is better for a superintendent to take into his confidence, so far as possible, all the members of the board. They are entitled to be "in the know" so that they may discharge their legal duties fully and completely. Several plain citizens, an outside educator, a staff member or two—all of whom must be above criticism for sound judgment, personal disinterest—and ability to keep confidences—are needed by a superintendent as personal advisers.

When men speak ill of you, live so as nobody may believe them. — *Plato*.

Applause is the spur of noble minds, the end and aim of weak ones. — *C. C. Colton*.

No question is so difficult to answer as that to which the answer is obvious. — *Shaw*.

Word From Washington

Still a Critical Problem — The Teacher Shortage

Elaine Exton

The public schools of America have experienced an acute shortage of competent, adequately prepared teachers for almost a decade. For the country as a whole this will continue to be the critical problem of American education in 1950, according to recent nationwide studies of the Office of Education, Federal Security Agency, and the National Education Association, especially in regard to elementary teachers.

Number of Emergency Teachers

On the basis of estimates obtained from state departments of education and state edu-

needed during the next several years for this extra enrollment alone. This number does not include the 85,000 teachers who normally must be replaced each year because of retirement, marriage, death, or resignation." Assuming that this period of rising enrollments continues for at least ten years, the above estimates would approximate an average annual demand for 100,000 new elementary teachers.

Upon inquiring of state educational authorities how many teachers were "needed to reduce teacher load and to provide adequately for increasing enrollments," the Research Division of the National Education Association obtained an estimate totaling 35,534, with more than 80 per cent of the requests for elementary schools.

"In other words," as Dr. Frank W. Hubbard summarizes the evidence, "not counting those among the emergency teachers who should be replaced, the public schools need an additional supply of nearly 36,000 qualified teachers to reduce present teacher load and to provide adequately for increasing enrollments. If it is assumed that 50 per cent of those teaching on emergency certificates should be replaced by fully certified teachers then the *minimum annual demand* today is about 80,000; the *total annual need* may be as high as 100,000."

Major Needs

The NEA survey found a "considerable" or "very large" shortage of rural elementary teachers in 45 of the 48 states in 1949-50 and a similar condition prevailing in the urban elementary schools of 37 states. Their analysis shows "considerable" shortages of regular secondary school teachers in the rural schools of 16 states and in the urban schools of three. The dearth of "special" teachers in secondary schools is pictured as "large" in 75 per cent of the states for rural schools and in 50 per cent of the states for urban schools.

The report maintains that the rural shortage has been critical and widespread during the past three school years despite the continuous employment of thousands of substandard teachers and that a critical urban shortage is steadily spreading to other states even though the urban school systems draw many regularly certified teachers from rural areas.

The Potential Teacher Supply

According to the study of teacher supply and demand in the academic year 1948-49 sponsored by NEA's National Commission on Teacher Education and Professional Standards and directed by Ray C. Maul, dean of the State Teachers College, Emporia, Kans., 28,794 of the 93,258 persons who completed preparation to qualify for certificates in their states were elementary teachers. Of this number only 16,960 were four-year graduates



cation associations, NEA's Research Division reports that currently approximately 90,000 teachers, or about 1 in 10, hold substandard certificates. This represents a decrease of about 10,000 when compared with the situation the previous year—but in the fall of 1941 the maximum number of emergency permits issued was 4500 and in the late 1930's only 2500 temporary teaching certificates were annually in use in the nation.

Extent of the Shortage

Calling attention to the high wartime birth rates that by 1956 will bring seven million more children crowding into the nation's elementary schools than are now enrolled, U. S. Commissioner of Education Earl J. McGrath comments: "The largest enrollments ever recorded are making the crisis in education more severe. Nearly a quarter million additional elementary school teachers will be

as compared with 64,464 graduates trained for high school teaching.

The recruits from teacher-education courses in 1948-49 represented 9.5 per cent of the total number of teaching positions at a time when as many as 15.2 per cent were needed just to eliminate substandard certificates and fill vacancies due to natural causes. Although there were barely enough elementary school recruits to fill 4.2 per cent of all the elementary positions, a sufficient number had prepared for high school teaching to take over 19.4 per cent of the secondary school positions.

To help reduce this imbalance, Dr. Ralph McDonald, the executive secretary of the National Commission on Teacher Education and Professional Standards of the National Education Association recommends encouraging the greatest possible redirection of qualified students into preparation for elementary teaching. Pointing out that in some fields the college output of high school instructors is already two to three times the total number of positions open to new teachers, he urges that students be guided away from subjects in which there is an overproduction of candidates into high school fields in which there are still shortages: home economics, commerce, art, and so on, and into preparing for work in the elementary field in which there will be a serious unmet demand for many years.

The report released by the Council of State Governments last May on *The 48 State School Systems* concludes that "there is little likelihood of improving the distribution of teachers as between elementary and secondary schools until conditions of teaching are made more attractive in elementary schools."

Salary a Factor

There is general agreement that to attract promising young men and women to seek teaching careers and to hold an adequate supply of competent instructors the profession must be made more economically inviting. Salaries are a prominent factor in the teacher shortage.

From information furnished in the *48 State School Systems* these facts emerge. Twenty-two per cent (22.3) of the teachers were paid less than \$1,800 in 1947-48; nearly 50 per cent (49.9) received between \$1,800 and \$2,999; less than 30 per cent (27.8) received salaries of \$3,000 or more.

The national distribution for each of the salary brackets was as follows.

Salary Bracket	Number of Teachers	Per Cent Distribution
Below \$1,500	91,130	10.6
\$1,500 to \$1,799	99,848	11.7
\$1,800 to \$2,399	221,266	25.8
\$2,400 to \$2,999	205,958	24.1
\$3,000 to \$4,000	162,477	19.0
Over \$4,000	75,297	8.8
	855,966	100.0

The December, 1949, issue of the *NEA Research Bulletin* on "Teachers in the Public Schools" estimates that the average salary for all school teachers was \$2,750 in 1948-49 and notes that in terms of purchasing power in prewar dollars this represents only a 7 per cent increase above their average pay of \$1,408 in 1939. This figure is contrasted with

the 28.5 per cent rise in purchasing power above the 1939 value that occurred in the average earnings of workers.

"If the salaries of teachers had advanced at the same rate as the average earnings in all occupations," the *Bulletin* declares, "the average salary of teachers in the calendar year 1948 would have been \$3,144 instead of \$2,615, and even that amount would have been far too low to maintain any commonly accepted professional standard of living."

Federal Assistance Advocated

Federal Security Administrator Oscar R. Ewing describes the teacher situation as one "of such gravity and magnitude, reaching into every state and community, that it calls not only for state and local action, but also for national assistance along the lines proposed in bills now before Congress."

Referring to the duty of the government to promote the education of its citizens in his State of the Union message to Congress on January 4, 1950, President Truman said: "We must take immediate steps to strengthen our educational system. In many parts of our country, young people are being handicapped for life because of a poor education. The rapidly increasing number of children of school age, coupled with the shortage of qualified teachers, makes this problem more critical each year. I believe that the Congress should no longer delay in providing federal assistance to the states so that they can maintain adequate schools."

"The need for improved educational opportunities is persistent," President Truman stressed in his Economic Report to Congress two days later emphasizing that "the more urgent problem is the enlargement of staff and facilities required by the postwar growth in juvenile population. . . ."

"The disparity of financial resources among the States of the Union is such that the states with the greatest proportion of children of school age are generally lagging in their provision for elementary and secondary education, although they devote a larger part of the income of their people to this purpose than do many wealthier states with much better educational facilities. It is now widely recognized that federal aid is required, to support enlarged educational programs which will meet the problems of hard pressed areas," he continued.

Further underlining his position on education the new budget proposals of the President recommend the prompt enactment of aid to elementary and secondary schools, grants to the states for surveys of the need for school construction, a limited program to assist capable young people who are now financially unable to secure the higher education essential to the full development of their talents, provision of funds for medical education and for the improvement of local public health services.

In his 1950 State of the Union, Economic, and Budget messages, President Truman has vigorously called for Congress to complete, without further delay, the enactment of federal aid-to-education legislation in the current session. Friends of the program are seeking an approach to this legislative issue which will win the support of both advocates and critics of federal aid to private schools and bring a bill before the House of Representatives for early debate and a vote.



Dr. William J. Sanders
Superintendent of Schools Elect, Springfield, Mass.

Dr. Sanders, who has been elected superintendent of schools at Springfield, was formerly on the staff of the State Teachers College, Fitchburg, Mass.

He was graduated from Yale University with the A.B. degree in 1925 and received his Ph.D. in 1935. He became professor of education at DePaul University in 1941. Later he accepted the office professor of education and director of extension at the Connecticut State Teachers College, New Haven, serving from 1941 to 1945. He was a member of the Massachusetts State Teachers College faculty in 1945, and a member of the Yale University faculty from 1944 to 1945.

CONSTRUCTS SIX TEMPORARY SCHOOLS

Wilson E. Woods, superintendent of schools, Webster Springs, W. Va., reports that the county board of education has constructed six temporary type school buildings. Built under the Emergency Building Program, two buildings consist of four rooms, two of three rooms, one of two rooms, and one of a single room. Two additional buildings (four room and two rooms) are anticipated for 1950. Several alterations and repairs have been made on existing plants. Total expenditures were approximately \$125,000. Mr. Woods states that one third of the classrooms are operating under the stress of overcrowded conditions and that the board "faces a most difficult bond issue" in order to continue the fight for adequate facilities.

OFFER COURSES IN SCHOOL BUILDING SUPERINTENDENCE

Purdue University is offering a major in school building service, in connection with the Trade and Industrial Education course, to prepare the student for positions as superintendents of buildings and grounds in small school systems, or for special assignments in larger systems. Opportunity for enrollment in the course was given in the second semester of the 1949-50 school year.

Specialized training in school business management problems will be given to selected students on such subjects as estimating building materials and cost of construction, school building maintenance and operation, principles of school accounting and budgeting, and heating and air conditioning. In addition, the student will be trained to meet the requirements for a teaching license in the field. Upon completing the course, each graduate will receive a degree of bachelor of science in Trade and Industrial Education.

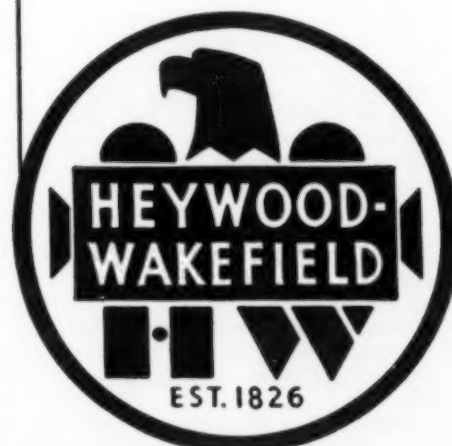
Under the plan, students will be provided with an opportunity to secure practical work experience under the direction of a school business manager or a superintendent of buildings and grounds.



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All Aboard—

National Association Interest Centers in Annual Convention at Atlantic City

Edward M. Tuttle

The future strength and activity of the National School Boards Association will be determined by agreements reached at the annual convention this month.

A stimulating two-day program has been arranged to combine hard-working sessions on the plans for the Association with timely and helpful messages from noted educational leaders.

Meetings will be held in the Haddon Hall Hotel in Atlantic City, on Friday and Saturday, February 24-25.

Delegates from upwards of thirty state associations, who have signified their intention of attending, have been advised to reach Atlantic City on Friday morning, to register promptly with the hospitality committee, to secure their badges, programs, and other instructions, and to begin to get acquainted with one another.

Opening Session Friday Afternoon

At 2:00 p.m. Friday, the first general meeting will convene with J. Paul Elliott of Los Angeles, president of the N.S.B.A., in the chair. Opening ceremonies will include the Salute to the Flag, the invocation, a Word of Welcome from the New Jersey Boards, the introduction of the national officers, and a roll call of the states. These will be followed by the Annual Address of the President, by reports from the executive secretary and the treasurer, and by the announcement of convention committees.

Following a brief recess, the meeting will settle down to a consideration of "Plans for Developing the National School Boards Association." These will be discussed under three main headings. In each case an initial statement of possibilities and alternatives will be made by a selected school board delegate, after which the subject will be thrown open for general discussion until a conclusion agreeable to a majority of the voting delegates can be reached. The three leading questions and the persons who will make the initial statements are as follows:

1. What Type of Organization Shall the N.S.B.A. Become? Statement by O. H. Roberts, Jr., president, Indiana School Boards Association.

2. What Method Shall Be Used to Finance the N.S.B.A.? Statement by Everett R. Dyer, executive secretary, New York State School Boards Association, Inc.

3. What Services Shall Be Developed by the N.S.B.A.? Statement by Robert M. Cole, executive director, Illinois Association of School Boards.

It is not expected that discussion of these plans can be completed during the afternoon, and they will therefore be continued at the evening session.

Dr. Hunt to Speak Friday Evening

When the Friday evening session opens at 7:30 p.m., delegates and visitors will have the treat of an address by Dr. Herold C. Hunt, general superintendent of schools, Chicago, Ill. Dr. Hunt has watched and encouraged the establishment of the National Association headquarters in Chicago. He sees clearly the contribution that properly organized and functioning state and national associations of school boards can make to public education as a whole. Dr. Hunt will present his suggestions for "Raising Our Professional Horizons" and, in his usual gracious and compelling fashion, will provide a fine stimulus for the continuing deliberation of the plans for the organization, financing, and services of the National Association.

Saturday Breakfasts

At 7:30 on Saturday morning, two breakfast meetings have been arranged as informal get-togethers. One breakfast is for State Association presidents and the officers of the National School Boards Association. The other is for the executive secretaries of the State and National Associations who have many problems peculiar to their office on which an exchange of ideas will be helpful.

Timely Topics at Morning Session

Saturday morning will be devoted to subjects of an educational rather than of an organizational nature, and it is hoped and expected that a good many visitors will attend from among the early arrivals for the convention of the American Association of School Administrators which will be held Sunday through Thursday.

The session, which will open at 9:30, will be divided into two parts with a brief recess between. Each part will begin with three short talks by selected leaders and will then be thrown open to discussion from the floor. In each case, two of the three talks will be given by school board members, and one by a professional educator.

Part I of this program will be devoted to a discussion of "The Relation of Local, State, and Federal Governments to the Public Schools." The local situation will be presented by W. A. Shannon, executive secretary, Tennessee School Boards Association; state relationships will be described by L. F. Echelbarger, president, Washington State School Directors' Association; and Federal Government relationships will be outlined by Dr. Edgar Fuller, executive secretary, National Council of Chief State School Officers whose advocacy of a National Board of Education, a Commissioner of Education appointed by the National Board, and complete autonomy

PULLING TOGETHER

The whole purpose of associations of school boards is to develop greater teamwork. The individual board member belongs to the "team" represented by his local board. The local board belongs to the "team" represented by its State School Boards Association. The state association belongs to the "team" represented by the National School Boards Association. And at every level—local, state, national—school board groups are members of bigger "teams" comprising councils or committees representing every lay and professional organization having any concern with public education. As we develop and strengthen this teamwork in every part of the nation, it will become a mighty expression of faith in and support of the public schools. — E. M. T.

for the U. S. Office of Education is well known.

Part II, beginning at 10:50 a.m. will consider (1) "The Acquisition and Use of Land for Educational Purposes," described by Grant L. Stowell, president of the Idaho State Trustees Association; (2) "Community Use of School Buildings," outlined by Earle D. Baker, member, Los Angeles city board of education; and (3) "Salary Schedules for Teachers," presented by Dr. Fred W. Hosler, superintendent of schools, Oklahoma City, Okla., who recently collaborated with Dr. Daniel R. Davies of Teachers College, Columbia University, in bringing out *The Challenge of School Board Membership* which is being widely read by board members in all parts of the country.

Final Business Session

When the voting delegates, other board members, and interested visitors meet for the final business session of the convention at 2:00 p.m. on Saturday, they will first have the pleasure of listening to an address by Superintendent Warren T. White of the Dallas, Texas, schools. Superintendent White will talk on "The School Board's Responsibility for the Educational Plant." No subject is more timely and pressing on school boards everywhere than this matter of how to finance and secure the land and the buildings which will be required in the years immediately ahead. The fact that Superintendent White was Chairman of the Commission which produced the Twenty-Seventh Yearbook of the A.A.S.A. on *American School Buildings*, enables him to speak with unusual authority in this field.

The delegates will then set to work to put into effect the conclusions reached in the discussions of Friday afternoon and evening on "Plans for the Organization, Financing, and Services of the National School Boards Association," and to transact any other business of the Association which may properly come before them. Of special importance will be the approval of changes in the constitution and bylaws which will implement the desires of the delegates concerning the structure and functioning of the

(Continued on page 58)

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(Continued from page 56)

National Association. Also, a set of resolutions will be presented for adoption, which the Resolutions Committee, appointed in November, has been working to make of outstanding significance in the present critical situation in American Public Education. Finally, there will be the election of officers for the ensuing year.

Annual Banquet to Feature Dr. Morphet

The climax of the Convention will come on Saturday evening with the annual banquet at 6:00 p.m. Their work completed, delegates and friends will then be able to relax and enjoy the good things in store. The Association will have a number of notable people as guests.

The principal speaker will be Dr. Edgar L. Morphet, Professor of Education, University of California at Berkeley, who will present his thoughts on "Co-operation in Improving Education." Dr. Morphet is widely known both to professional and lay people for his services to education. As executive director of the Florida Citizens Committee on Education, some years ago, Dr. Morphet led an outstanding piece of educational reorganization by the people of a state. Since then he has been engaged in a number of state school surveys, particularly in the field of finance in which he is a leading authority. More recently he was the associate director with Dr. Francis S. Chase of the University of Chicago in the preparation of the report on *The Forty-Eight State School Systems* for the Council of State Governments, which was published last May. Dr. Morphet spent a few months of 1949 as chief of school finance in the U. S. Office of Education, and in September

assumed his present position in the University of California.

Continuing Activities for School Board Members in Atlantic City

The conclusion of the N.S.B.A. Convention by no means ends the attractions in Atlantic City for school board members who are urged to stay through Sunday, Monday, and Tuesday, at least.

On Sunday, February 26, there will be a full schedule of interesting events. From 10:00 a.m. to 3:30 p.m. a unique kind of workshop has been planned by the National Citizens Commission for the Public Schools. Both the N.S.B.A. and the A.A.S.A. have been co-operating in these plans, recognizing this workshop as a connecting link between the two conventions. As described by the executive director of the Citizens Commission, Henry Toy, Jr., who will act as chairman of the workshop, its purpose is twofold: (1) To determine whether there is actually the need that a good many leaders feel exists for a much broader understanding of public school issues on the part of everybody in America, and, if so, how the reasons for this need may most effectively be expressed. (2) To determine practical ways in which lay people and their organizations, once aroused, may co-operate to best advantage with professional educators to make our public schools the constructive instrument of American democracy that they should be.

The Citizens Commission will bring into this workshop, in addition to the school board members and school administrators who will be there because of their own preceding and following conventions, a number

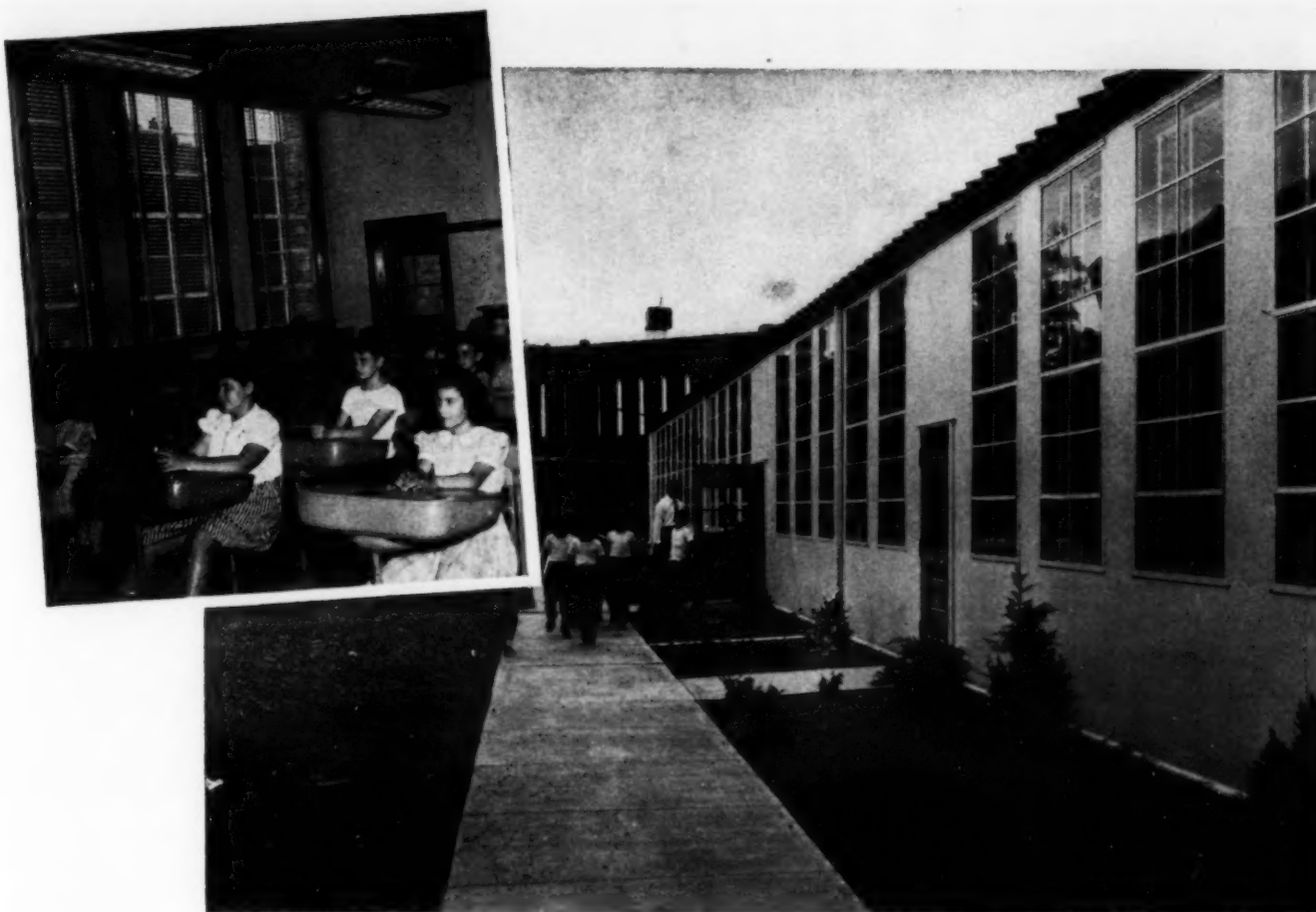
of representatives of lay organizations and community groups which have had actual experience in the improvement of schools. The whole workshop promises to be stimulating and productive of plans for more effective public relations in public education.

At 4:00 p.m. on Sunday, the Convention of the American Association of School Administrators opens in the auditorium with a Vesper Service of unusual appeal and interest, with music by the Jubilee Singers and an address by Branch Rickey, president of the Brooklyn National League Baseball Club. At 8:00 p.m., a general session will be held featuring the Westinghouse Male Chorus and an address by Hon. Wayne Morse, Senator from Oregon.

Monday, February 27, at 9:30 a.m., the presidents and secretaries of the State and National School Boards Associations have been invited to be platform guests at the general morning session of the A.A.S.A. at which Mrs. Margaret Chase Smith, United States Senator from Maine, will speak on "Education—Hope for Peace."

At 2:30 p.m. Monday, a sectional meeting, jointly sponsored by the A.A.S.A. and the N.S.B.A., will be devoted to a panel discussion of "Effective Working Relationships Between Boards and Superintendents." Dr. Herold C. Hunt, general superintendent of the Chicago public schools, will be the chairman of this meeting. The speaker for the superintendents will be Omer Carmichael, superintendent of schools, Louisville, Ky., and the speaker for the boards will be Edward M. Tuttle, executive secretary, National School Boards Association, Chicago, Ill. Interrogation

(Concluded on page 60)



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SCHOOL BOARDS ASSOCIATION AT ATLANTIC CITY

(Concluded from page 58)

tors for the superintendents will be Superintendent Paul F. Boston of La Porte, Ind., and Superintendent Leonard A. Steger of Webster Groves, Mo. Interrogators for the boards will be J. Paul Elliott, president of the Los Angeles city board of education and P. O. Van Ness, executive secretary of The Pennsylvania State School Directors' Association. General discussion from the floor will be encouraged.

On Tuesday, February 28, at 2:30 p.m., another jointly sponsored sectional meeting is scheduled to discuss "The Responsibility of the Board of Education in Public Relations." Chairman of this meeting will be Calvin Grieder, professor of school administration, University of Colorado, Boulder, and executive secretary-treasurer of The Colorado Association of School Boards. The speaker will be W. W. Theisen, acting superintendent of schools, Milwaukee, Wis., and the panel will include Ivan A. Booker, assistant director, Research Division, National Education Association, Washington, D. C.; Robert M. Cole, executive director, Illinois Association of School Boards, Springfield, Ill.; Arthur J. Crowley, director, Educational Staff, *The Reader's Digest*, Pleasantville, N. Y.; Mrs. Florence C. Porter, executive secretary, California School Trustees Association, Bakersfield, Calif.; and Fred G. Thatcher, executive secretary, Louisiana School Boards Association, University Station, Baton Rouge, La. Both Mrs. Porter and Mr. Crowley are past presidents of the National School Boards Association.

N.S.B.A. One of Ten Major Educational Events of 1949

Each year for the past nine years, B. P. Brodinsky, editor of *Educator's Washington Dispatch*, has selected the ten major educational events of the year on the basis of ballots submitted by members of The Educational Press Association of America.

For 1949, Event No. 10 is listed as "The creation of the National School Boards Association, reflecting the growing concern among school board members for America's children."

This is welcome recognition of our efforts, though the use of the word "creation" is not strictly accurate. The N.S.B.A. has been in existence for a number of years as an organization, but the year 1949 did mark three important forward steps which began to make their influence felt in the functioning of the Association in American educational circles. These three developments were (1) the selection of a full-time executive secretary, (2) the opening of a national headquarters office at 450 East Ohio Street, Chicago 11, Ill., and (3) the incorporation of the Association under the laws of the state of Illinois.

Chief State School Officers Encourage School Board Associations

Shortly before Christmas, the executive secretary of the N.S.B.A. received a letter from Dr. Edgar Fuller, executive secretary of the National Council of Chief State School Officers, transmitting a resolution which had been adopted unanimously by the Council at its Annual Meeting in Biloxi, Miss., on De-



Governor Chester Bowles Signing the Connecticut School Building Bill.

cember 10. The resolution is as follows:
State School Board Associations

The Council commends and encourages the organization and vigorous functioning of state school board associations comprised of school boards for local administrative units for education. Members of the Council pledge complete co-operation with such school board associations to strengthen public education and to preserve its ideals.

We commend Edward M. Tuttle for his efforts through the National School Boards Association to co-ordinate the activities of the State School Board Associations and to increase their effectiveness.

This is unexpected and welcome support for our school boards association movement from a very important source. It comes at an opportune time to be greatly encouraging to the many state associations which are struggling to put themselves on firmer foundations for active service, and to the National Association which is on the verge of laying its plans for strong and useful functioning.

The N.S.B.A. executive secretary, on December 31, addressed a letter to all Chief State School Officers, expressing appreciation, in the course of which he said:

Notwithstanding the fact that a few state associations of school boards have existed for a good many years and have attained a fair degree of strength and influence, the movement as a whole is still in its infancy. Recent months have seen a tremendous awakening of interest and enthusiasm in many states, which your resolution will do much to encourage.

There are untold possibilities for greater service to American public education by school boards working with one another in state and national groups, and at the same time working co-operatively with other local, state, and national organizations, both lay and professional, whose common concern is the future welfare of this nation and the world as it will be conditioned by the character and extent of the offerings in our public schools.

As school board associations face the opportunities and responsibilities of the immediate future, they will be greatly heartened by this resolution expressing the understanding and co-operation of the Chief School Officers of the Forty-Eight States. I am confident that they will pledge you, in turn, their wholehearted support of your efforts to strengthen the State Departments of Public Instruction.

NOTE: Permission is granted to State School Boards Associations to reproduce any portion or all of the foregoing article provided only that acknowledgment be given to its source in this issue of the SCHOOL BOARD JOURNAL.

CONNECTICUT AIDS LOCAL BUILDING PROGRAMS

The sum of \$65,000,000 was made available for the construction of Connecticut School Buildings when Governor Chester Bowles signed the school building aid bill on December 1, 1949. The signing was done in the presence of Roger B. Ladd, former president of the Connecticut Association of Boards of Education; Roger H. Motten, president of the School Boards Association; Dr. Finis E. Engleman, State Education Commissioner; and State Senator Benjamin Leipner, chairman of the Education Committee of the Connecticut General Assembly.

The Governor lauded it as a "splendid, bold, far reaching" program which would make possible "scores of schools throughout Connecticut" which otherwise could not be built.

Under the terms of the bill, it is estimated that the state will pay to the towns \$65,000,000 in the next thirty years in annual installments to help pay off local bond issues.

The total grants will be figured on the basis of \$300 a pupil in new elementary schools and for secondary schools on the basis of \$450 a pupil accommodated. In most cases, twenty-year bonds will be issued and towns have until 1959 to qualify for state aid.

The Connecticut Association of Boards of Education and the State Department of Education recently completed a survey which indicated the need for \$180,000,000 in new school construction over the next ten years in Connecticut.

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School Lands and Funds

The meaning of statutes and particularly the meaning of school statutes may not be found in a single sentence but in all their parts and their relation to the end in view or the general purpose. — *State ex inf. Kamp ex rel. Rodgers v. Pretended Consol. School Dist. No. 1 of Montgomery County*, 223 Southwestern reporter 2d 484, Mo.

Missouri consolidated school district statutes must be liberally construed as a workable method employed by ordinary citizens, not learned in the law. Mo. R.S.A. §§ 10410, 10495, 10497. —

State ex inf. Kamp ex rel. Rodgers v. Pretended Consol. School Dist. No. 1, of Montgomery County, 223 Southwestern reporter 2d 484, Mo.

School District Government

A county board of education is an agency of the state in the operation and administration of the uniform public school system at state expense. G.S. § 115-1 et seq. — *Kirby v. Stokes County Bd. of Education*, 55 Southeastern reporter 2d 322, 230 N.C. 619.

School District Taxation

Where a resolution providing for a school-bond election stated that the bonds should be callable at any time before maturity within the discretion of the board of education, the board was without authority to omit the element of callability in the resolution providing for the issuance and had no right to sell noncallable bonds. KRS 162.080, 162.090. — *Howard v. Board of Education*

of Harlan Independent School Dist., 223 Southwestern reporter 2d 721, Ky.

Teachers

Uncontroverted facts found by the board of examiners of New York City board of education warranted the conclusion that the record of the applicant for a license as principal of a high school was unsatisfactory and such conclusion, being neither arbitrary, whimsical, or capricious, could not be disturbed by the court. N. Y. Education Law, §§ 2519, 2523, subs. 1, 10; N. Y. constitution, art. 5, § 6. — *Barnett v. Fields*, 92 N.Y.S. 2d 117, N.Y. Sup.

The legislative classification of the highly important position of high school principal in the noncompetitive class does not violate the constitutional provision requiring appointments in the civil service to be made according to merit and fitness to be ascertained so far as practicable by competitive examination, since it has been found impracticable to fill such a position competitively. N. Y. Education Law, § 2523, subs. 1, 10; N.Y. constitution, art. 5, § 6. — *Barnett v. Fields*, 92 N.Y.S. 2d 117, N.Y. Sup.

Outstanding service and superior qualities of mind and personality and positive evidence of fitness in the matter of record are proper standards for a rating of "fit" and "meritorious" for the position of high school principal. Conduct and personality are proper and essential subjects of inquiry in determining fitness for such position. N. Y. Education Law, §§ 2519, 2523, subs. 1, 10; N.Y. constitution, art. 5, § 6. — *Barnett v. Fields*, 92 N.Y.S. 2d 117, N.Y. Sup.

The teacher tenure provisions in the New Jersey school laws were designed to aid in the establishment of a competent and efficient school system by affording to principals and teachers a measure of security in the ranks they hold after years of service and should be given liberal support consistent with legitimate demands for governmental economy. — *Viemeister v. Board of Education of Borough of Prospect Park, Passaic County*, 68 Atlantic reporter 2d 768, 5 N.J. Super. 215, N.J. Super.

The school board of a New Jersey school district purported for economy reasons to abolish the position of principal in the district and terminated the services of the principal. At the same time the board purported to create the position of "teaching principal" which was given to a former tenure teacher, whose new duties included the duties of principal in addition to teaching. The court held that the position of principal was not in substance abolished as allegedly authorized under the tenure of office provisions of the school laws, and the principal was entitled to reinstatement as having been discharged without a charge and hearing. — *Viemeister v. Board of Education of Borough of Prospect Park, Passaic County*, 68 Atlantic reporter 2d 768, 5 N.J. Super. 215, N.J. Super.

A principal in a New Jersey school district who has attained tenure may not be reduced to the rank of a teacher and replaced by another as a principal without charges and a hearing. — *Viemeister v. Board of Education of Borough of Prospect Park, Passaic County*, 68 Atlantic reporter 2d 768, 5 N.J. Super. 215, N.J. Super.

A West Virginia constitutional provision prohibiting extra compensation to any public officer, agent, servant, or contractor after the services have been rendered does not prohibit the legislature from enacting laws to effect a retirement system for employees of the state or any subdivision thereof, including teachers. W. Va. constitution, art. 6, § 38. — *State ex rel. Board of Governors of West Virginia University v. Sims*, 55 Southeastern reporter 2d 505, W. Va.

► Santa Fe, N. Mex. Of the more than 400 school consolidations in New Mexico in the last nine years, from 938 to 517 districts, only two are expected to be appealed to the supreme court. The consolidations of the Hiway and Dora districts and Arch and Portales districts probably will meet appeal, according to Assistant Attorney General P. Chumbris.



SCHOOL BOARDS THEN AND NOW

In his review of the first fifty years of the greater New York City school system, Superintendent William Jansen contrasts the board of education of 1901 with the board of education of the present day.

Immediately after the organization of the Greater City in 1898, the borough school boards were abolished and a single board of education consisting of 46 members was created under the charter. The mayor appointed the members for five-year terms on the basis of 22 members from Manhattan, 14 from Brooklyn, four from the Bronx, four from Queens, and two from Richmond. Under the law, the board was made the final authority upon all questions on the educational as well as the physical side of the work of the school system.

"The board of education was given the power to establish high schools, training schools, elementary schools, kindergartens, evening schools, trade schools, and vacation schools; to provide lectures for the people, and to utilize school buildings for community purposes and to provide instruction and wholesome recreation for adults as well as children; and to perform all the acts necessary to carry out these purposes.

"It was empowered to administer the finances of the school system, the city comptroller being designated the officer to disburse the school funds on order of the board of education. It was to select sites for school buildings after considering the recommendations of local school boards; to build and maintain schoolhouses; to elect the city superintendent and the associate superintendents, the superintendent of buildings, the superintendent of supplies, and the auditor; to appoint district superintendents, principals, and teachers on the nomination of the board of superintendents and to adopt courses of study and textbooks recommended by it.

"The chief work of the board of education was to be carried out through four principal agencies: the department of buildings, of which the superintendent of buildings was the executive officer; the department of audit, of which the auditor was the chief; the department of supplies, headed by the superintendent of supplies; and the board of superintendents, of which the city superintendent was made chairman.

"The office of the city superintendent was given greatly increased powers. The provisions of the earlier Charter that he should 'have no right of interference with the actual conduct of any school' was repealed and the superintendent became the real rather than the nominal head of the school system."

In the years which followed the organization of the board it was under constant criticism, particularly after 1910. In 1911 a Committee on School Inquiry was organized, and the commonly known Hanus Survey, led by Dr. Paul H. Hanus of Harvard University, was undertaken. Among the recommendations of the survey was one urging that legislation be sought to reduce the cumbersome, inefficient board of 46 members to one of five, seven, or nine members. The survey also recommended that the initiative in all educational matters be placed in the hands of the superintendent who should become general manager of the school system, to unify, energize, and direct its work with the status of an ex-officio member of the board and its chief executive officer.

It was not until 1917, however, that the legislature amended the law reducing the size of the board to seven members. The new act required that two members of the board be residents of the borough having the largest population, two members be residents of the borough having the second largest population, and the three remaining boroughs be represented by one member each. The terms of office were set at seven years, but



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Feb. 25 - Mar. 2



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the initial appointees were given terms varying from one to seven years, so that one term would expire each year. The mayor was authorized to make the appointments, and the full control and management of the educational affairs were placed in the hands of the board which was designated as the local representative of the state in all matters.

The law had the effect of streamlining the business of the board of education, of making the superintendent and the members of his administrative staff genuine executives, and of leaving in the hands of the board only (1) the function of policy making, (2) the judiciary function, and (3) the duty of evaluating the work of the schools, as reported by the superintendent. Beginning with the first superintendent, Dr. William H. Maxwell, who was in his day frequently referred to as "a czar," down to the present Superintendent, Dr. William Jansen, the chief executives of the New York school system have

been outstanding educators, and executives who have fully realized the importance of their jobs, who have delegated to associates and minor executives, most of the duties of conducting the school system with its million students, 39,000 teachers, and an expenditure of \$250,000,000 annually. The board on its part, has found itself exceedingly busy in merely handling the policy making job.

With the dynamic William H. Maxwell in the superintendent's office, the annual expenditures were \$11,800,000. In 1948 the current outlay was \$230,780,000. Fifty years ago the state aid was \$1,000,000; in 1948 it had risen to \$63,000,000.

In 1898 there were no junior or vocational high schools and few academic high schools. The average cost per pupil in elementary and high schools was \$38.39.

In 1948 the per capita costs for each division were: elementary schools, \$169.38; junior high schools, \$193.83; academic and vocational high schools, \$231.65.

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SCHOOL FINANCE AND TAXATION

► El Paso, Tex. The school board here has given its final approval to a 1949-50 school budget of \$4,206,593.71.

► Houston, Tex. The growing school population here may render a \$15,000,000 bond issue likely in 1950, one of the board members has declared. This would be the third bond issue in seven years. There is talk of instituting 12-month use of school buildings.

► Amarillo, Tex. The need for a bond election at the soonest possible date has been discussed by the board of trustees and the city commission. The school board has presented the com-

missioners with an estimate of school building needs for a period ending with the 1954-55 school term, and an estimate of additional building needs through 1959-60. The former figure, including 13 cost items, was \$1,654,000, and the latter, including three items, was \$550,000.

► Rawlins, Wyo. Miss Helen A. Irving, county superintendent of schools has announced apportionment of \$23,825.16 from the land income fund to Carbon county's 26 school districts.

► Salina, Kans. Voters have approved issuance of \$875,000 worth of building bonds. All but \$125,000 of these bonds will be added to the \$1,250,000 already slated for a new high school. The board plans to let a contract for this building early in 1950.

► Austin, Tex. R. W. Byram, the president of the school board, recently stated that \$14,000,000 will be required to build needed public schools in Austin within the next five years.

► Chicago, Ill. The board of education has adopted a record budget of \$111,784,314 for the school year 1949-50. The budget exceeds by \$2,696,391 the 1949 appropriations, the third year in a row it has exceeded 100 million dollars and the first time in school history it has climbed above 110 million.

The tax levy to support the budget has been set at \$95,237,029, or \$1,462,263 less than the 1949 levy.

► Lynn, Mass. The city's \$6,000,000 to \$7,000,000 school rebuilding program has been advanced by the school committee's approval of a seven-year program of expansion which has paved the way for the introduction into the state legislature of a bill authorizing the city to borrow \$2,500,000 for initial construction.

► Cambridge, Mass. The school committee has approved a budget for 1950 of \$3,114,827.50, the highest in the history of the city.

► Birmingham, Mich. Voters have approved, by a vote of more than three to one, a \$3,100,000 school bond issue for 20 years and a 6.5 mill tax increase.

► County and city tax rates for North Carolina schools have risen during recent years, reports the North Carolina Public School Bulletin. City tax rates for the 1946-47 period are: current school expense, .125; capital outlay, .002; debt service, .065; total, .192; other than schools, 1.257; total rate, 1.449; percentage for schools, 13.3. County tax rates for the same period total: current expense, .171; capital outlay, .153; debt service, .138; total, .462; other than schools, .794; total rate, \$1.256; and percentage for schools, 36.8.

Total average county tax rates rose from 26.5 cents on \$100 property valuation in 1933-34 to 46.2 cents in 1946-47. Average rates for city units ranged from 22 cents in the 1934-35 period to 19.2 cents for 1946-47.

► Lincoln, Neb. The board of education has approved a revised 1949-50 budget totaling \$2,932,205.

► Keokuk, Iowa. The school district has voted a \$1,250,000 bond issue by a ratio of more than 2-1.

► Haverhill, Mass. The school board has requested a record breaking budget of \$1,063,422 for the 1950 school year.

► Springfield, Mass. The school board has adopted a budget totaling \$5,170,219, which represents a 6.6 per cent increase over the expenditures for 1949.

► Worcester, Mass., school committee has asked a record breaking budget of \$5,822,222.28 to run Worcester schools in 1950. That's \$232 for every pupil, compared with about \$199 spent last year. The total is \$830,496.12 more than set aside for school costs in 1949. The budget includes requests for 35 new teachers, five more clerk-stenographers, a director of kindergartens at \$4,500 a year and an assistant superintendent of the school plant at \$7,500 a year. The committee has added \$300 for a master's degree to the salary schedule of assistant superintendents and assistant principals of junior and senior high schools.

A deficiency in the 1949 budget brought about by cuts made by the mayor now stands at \$113,902. It originally was \$391,124.80.

Biggest increases in the budget are for maintenance and rehabilitation of buildings. The city changed over to the manager-council form of municipal government this year and takes jurisdiction over school property from the Bureau of Public Buildings. New positions on the maintenance staff will include one inspector building service at \$4,500 a year, one chief engineer at \$6,000, and one supervisor of maintenance at \$4,500.

The committee is now considering applications for the new post of assistant superintendent in charge of maintenance.

► Minneapolis, Minn. The 1950 budget of the school board calls for \$15,640,000. The budget includes \$13,176,126 for salaries of school personnel. It sets up a reserve fund of \$85,254 and \$2,378,620 for other than personal services.



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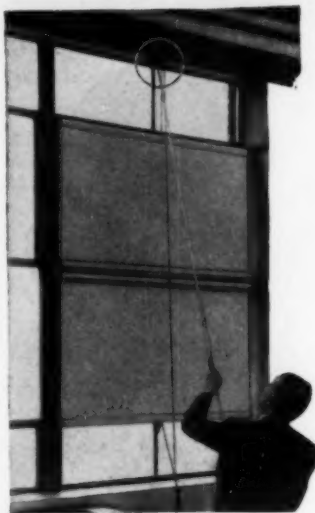
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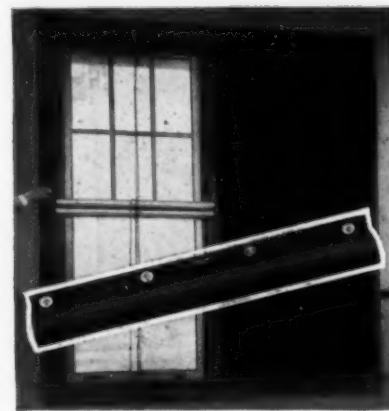
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SCHOOL BOND SALES

► Wichita, Kans. The largest single bond sale in the history of the city took place when the school board offered to bidders its \$3,113,000 school building referendum. Money from this auction will go to build seven new schools.

► Texarkana, Ark. A Little Rock, Ark., investment firm has purchased \$600,000 in school bonds for new construction and improvements to the school system. The firm will pay \$102.80 plus accrued interest for each \$100 bond bearing 3 per cent coupons.

► Kane and Cook Counties, Ill., School District No. U-46, awarded \$2,500,000 in bonds to a group headed by the First National Bank of Chicago, for a bid of 100.032 for a combination of 3s. and 1½s., a net interest cost of 1.5129 per cent.

► The Fairfield, Ohio, local school district has sold \$950,000 in school bonds to the Harriman Ripley & Co., Inc., at 101.09, for a 2¼ per cent coupon. The bonds mature December 1, 1951-73.

► For the price of 100.26 for a 1¾ per cent coupon, the Central School District No. 1, Wellsville, Scio, Willing, Alma, Andover, and Independence, N. Y., has awarded \$475,000 in bonds to the Marine Trust Co., of Buffalo and R. D. White & Co. The bonds mature December 1, 1950-74.

► Delphos, Ohio, city school district has sold \$250,000 in building bonds, maturing May 1 and November 1, 1951-66, to the Commercial Bank of Delphos, for a 100.131 proposal for 1½s.

► Jet, Okla. The school board has sold \$92,000 in bonds for an interest rate of 1.437 per cent.

► Little Rock, Ark. The school board, through open bidding, has sold a \$1,500,000 bond issue to an out of state firm at an interest rate of 2.2 per cent.

► Blytheville, Ark. The school board has sold

a \$450,000 bond issue at an interest rate of 2.59 and a \$637 premium.

► The voters of the Northfield Township School Dist. No. 225, of Cook County, Ill., have approved a school-bond issue of \$1,750,000 for the purchase of a site and the erection of a new high school to serve Northbrook and Glenview school children. The new school, to accommodate 2500 pupils is being planned by Architects Perkins & Will, Chicago, and the first unit will be completed by September, 1951.

► Alexandria, La. The voters have approved a school-bond issue of \$1,800,000 for a construction and improvement program.

► Fort Worth, Tex. The school board has sold \$2,000,000 worth of school bonds to be used for additional school facilities.

► Preston, Idaho. The voters have approved a school-bond issue of \$148,000 for a new consolidated school building.

► Midland, Tex. The voters have approved a school-bond issue of \$450,000 for the construction of two elementary schools.

► Champaign, Ill. A \$585,000 bond issue has been approved. The proceeds will be used for financing a school-building program.

► Fahey, Clark & Co. and associates have bought \$420,000 in building bonds from the Willard, Ohio, School District, at a price of 100.314 for a 2 per cent coupon.

► Waco, Tex. The school board has voted a \$4,000,000 bond issue—to be sold in the near future. Five new elementary schools, four junior high schools, two senior high schools, additions to elementary buildings, and renovations of the school plant, announces Supt. Irby B. Carruth, are to be erected.

► Waukesha, Wis. The common council has authorized a bond issue, without referendum, of up to \$1,000,000, for school construction. The program will get underway in early spring with the simultaneous construction of two buildings.

► St. Louis, Mo. The voters of School Dist. 187, St. Clair Co., have approved a school-bond issue of \$1,340,000 for the construction of a high school building in Maplewood Park district.

► Newton, Iowa. The voters have approved a bond issue of 1.2 million dollars for the construction of a senior high school building.

► The school district of Ashtabula, Ohio, has sold \$2,500,000 in school bonds, at a price of 100.42 for a 1¾ per cent coupon.

► The Celina, Ohio, exempted school district has sold \$975,000 in bonds, maturing June 1 and December 1, 1951-74. The price paid was 101.7609 for a 2 per cent coupon.

► Springfield, Pa. To provide funds for building a new elementary school, the school board sold \$400,000 in bonds to A. Webster Dougherty and Co., at a 1½ per cent rate of interest with a premium of \$1,336. The three-unit school, designed by Harry A. Stewart, architect, will contain 18 classrooms, two kindergartens, a music room, a room for handicapped children, an arts and crafts room, cafeteria and kitchen, library, an auditorium-gymnasium, health unit, teachers' rooms and administrative offices. Located on an 11-acre plot of land, the school will be a one-story ranch type. Construction will begin some time next summer and be completed on or before September, 1951.

SCHOOL BUILDING CONSTRUCTION

During the month of December, 1949, contracts were let in 37 states east of the Rocky Mountains for the erection of 326 educational buildings. Dodge reports that the contracts for these buildings involved a cost of \$66,875,000.

During the month of December, 1949, contracts were let in 11 states west of the Rocky Mountains for 17 school buildings to cost \$7,069,211. At the same time, 51 buildings were reported in preliminary stages of preparation at an estimated cost of \$13,404,000.

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Now even the most economy minded school budget can afford this new Ampro miracle of tape recording. The record-breaking low price of this unit now enables every school to make full use in every classroom of this new teaching aid in many phases of school work—a few of which are listed below. For the complete story of this revolutionary tape recorder—use coupon below—today!

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Almost twice as much recorded material on each reel of re-usable tape... as compared with conventional tape recorders!

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A young child can operate this recorder. Operation has been reduced to its simplest terms. There are no complicated gadgets to confuse the operator.

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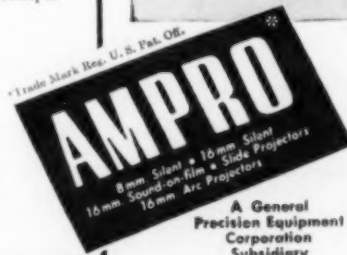
PUBLIC SPEAKING classes may make recordings of student speeches for later play-back with corrections and criticisms.

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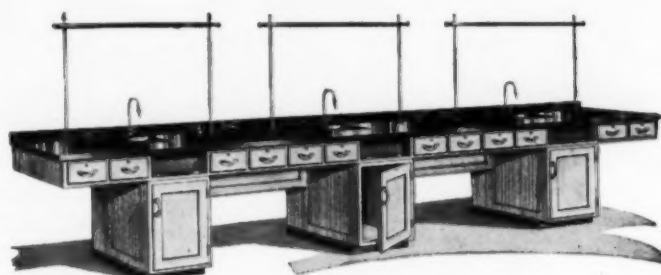
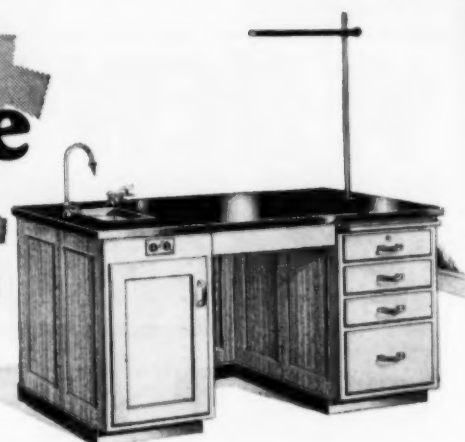
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School ADMINISTRATION in Action

ADJUSTING PUPILS' PROGRESS

Failure in school and the necessary repetition of a year's work should not cause distress in the minds of parents according to Supt. Dwight B. Ireland of Birmingham, Mich. Writing in his annual 1948-49 report of the Birmingham schools, Mr. Ireland explains the philosophy of the school system concerning the rate at which children should progress through the grades:

"In regard to failure, it should again be emphasized that failure in no way reflects upon the child in an unfavorable manner. It is not a disgrace or a thing to be ashamed of by child or parent. Each child matures at a certain rate. This is a process of growth and development and cannot be retarded or accelerated to any marked degree by any known method. If a child is retained at a certain grade level for a year, it frequently enables him to get a better start and his future progress is greatly aided by the extra time spent on that grade level. If he is promoted, he may pass his work the next year with great effort and a low mark, sacrifice the opportunity to do many other things which a modern school program offers in addition to curricular work, and develop an unfavorable attitude which will be a liability in the future.

"The parent who is overly anxious to have a child complete his schoolwork at an accelerated rate, frequently does him a great injustice and proves to be a difficult problem for the ad-

ministration who appreciates the importance of a child growing and developing at his normal rate. It requires time and patience to educate parents to apprehend this policy. It is gratifying that so many parents in Birmingham have understood and appreciated the point of view that prevails in our schools at the present time."

PROTECTION OF CHILDREN

The policies of the schools and the California laws applying to the prevention and handling of molestation of children have been brought to the attention of principals and teachers by the Modesto, Calif., school administration. In an official bulletin the following reminder of existing policies is published:

1. Teachers supervising playgrounds should have in their possession a copy of a "Vagrants, Schools and School Children" card on which we have printed Section 647 of the California Penal Code, adopted in 1929:

"Every person who annoys or molests any school child, or who loiters about any school or public place at or near which school children attend, is a vagrant, and is punished by a fine of not exceeding five hundred dollars, or by imprisonment in the county jail for not exceeding six months, or by both such fine and imprisonment."

Loiterers on or near the school grounds should be handed one of these cards, and if the loitering persists unexplainably and is offensive to children, the Police Department should be called. The cards for vagrants are available through Dr. Falk's office.

2. Sections on the legal rights of pupils (page 21 of the old Principals' Handbook, and page 28 of the old Certificated Handbook) should be reviewed so that each staff member may know the regulations on releasing children from school, having them interrogated by unauthorized persons, and the like.

3. Special care and attention should be given to sending children home from school. The policy of calling the parents or guardians when any child is sent home for illness or any other reason should be carefully observed.

SCHOOL-WORK PROGRAM IN PHILADELPHIA

The Philadelphia public schools are operating a full fledged school-work plan as an essential part of the general high schools and as a means of bridging the gap between the school life of young people and their entry upon a life career.

President Walter Biddle Saul, of the board of public education, who has revived an old Philadelphia custom of an annual presidential report, discusses the progress of the school-work program:

The school-work program designed for students in secondary schools operates under several different plans. In each of these the pupils are released during a portion of school time to work in approved jobs which provide worth-while learning experience and which enable the students to secure pay for their services.

In Distributive Education, the first of the plans, more than 500 students are being prepared for careers in selling and merchandizing. The course is offered to twelfth-year students in 14 high schools and one vocational-technical school. In the morning the students attend classes

(Concluded on page 72)

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SCHOOL-WORK PROGRAM IN PHILADELPHIA

(Concluded from page 70)

in English, social studies, mathematics, and principles of modern selling. In the afternoon, they work in wholesale and retail establishments.

Under the Co-operative Clerical Plan which operates in five high schools and one vocational-technical school, some 200 senior commerce students are enrolled. They attend school and work on alternate weeks. A team of two covers a full-time job. In more than 100 Philadelphia firms they work as stenographers, typists, file clerks, and beginning office workers and can reach a high degree of competence before they are graduated.

The Work Experience Plan serves a thousand pupils in junior and senior high schools. These pupils are brought together in single class units. In the morning there is study at school. In the afternoon there is work at jobs such as production, services, sales, and clerical. The morning teacher is the job supervisor in the afternoon. In some schools not having the unit classes, standard individual rosters are adjusted to permit several hundred students to work part of the school day.

The Philadelphia School-Work Program has received recognition nationally.

SUCCESSFUL SCHOOL COUNCIL

During the past two years the school system of Birmingham, Mich., has enjoyed the services of an Administrative Council through which numerous problems have been cleared. In describing the functions of the Council in his annual report for 1948-49, Supt. Dwight B. Ireland writes:

"The administrative council is composed of the superintendent of schools, assistant superintendent of schools, and building principals. Regular meet-

ings are scheduled on Thursday afternoon of each week and the superintendent of schools serves as chairman of the group. Many routine matters are cleared through this council, particularly routine matters with important implications for the entire system. For example, more requests are made annually for the solicitation of funds, food and clothing through the schools than can be possibly granted. The council provides a clearing house and determines the policy regarding these requests. The schools do not wish to avoid responsibility in these matters and feels that children in real life situations will face similar requests. It has been the policy of the school to accept the responsibility for a reasonable number of such requests and encourage students to organize their own drives in their respective buildings in their own way.

"Policies concerning entrance age for school children, promotional policies, marking practices, faculty meetings, problems of school room lighting, salary schedules, and many others are brought before the council for discussion and the council is aware at all times of the problems which require the attention of the central office or the board of education. Members of the council are thus informed and given the opportunity to contribute toward the solution of the problem or the formulation of policy. Principals can also obtain the viewpoint of their teachers and students in regard to these problems and bring to the council their point of view."

MUTUAL UNDERSTANDING NEEDED

In a New Year's Communication to the teachers and other staff members of the Dearborn, Mich., board of education, Dr. James A. Lewis, superintendent of schools, calls attention to the need for mutual understanding as the basis of effective co-operation in carrying on the work of the schools. He writes:

"My confession is that it becomes increasingly

apparent that some things are getting in the way of mutual faith and acceptance of motives; and, that this lack of faith and acceptance of motives results in cynicism which slows up our group endeavor.

"I have tried to find the basis for any such distrust and cynicism. It, undoubtedly, can be laid directly at my door in many cases, because—

"1. Up to this point, good communication has not been established throughout the system. Employees still are not well enough informed.

"2. Closely attached to our poor communication is my insistence upon administrative procedures which remain as personal as is possible. I refuse to move to an administration of directives and mechanical procedures. It is very possible that my lack of concern about mechanical details has led to confusion.

"3. There is no question but what we are still tangled in too much red tape in certain areas. The red tape is always woven with good intentions; but the best of intentions aren't enough.

"4. There is also no doubt of my 'spreading myself too thin.' This is a general complaint and has resulted in lack of understanding at some levels.

"5. Some staff members are still somewhat uncertain about the full meaning of the Superintendent's term 'Democratic Administration.'"

NEW SCHEDULE OF RATES FOR USE OF SCHOOL BUILDINGS

The board of school directors of Milwaukee, Wis., has adopted a new schedule of rates to be charged for the use of school buildings. When a building is open for other purposes the fee will be \$15 for the use of an auditorium, and \$10 for a gymnasium; when the building is not open for other purposes, an additional fee of \$10 will be charged.

The charge for the use of a field house is \$5.

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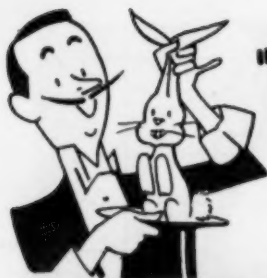
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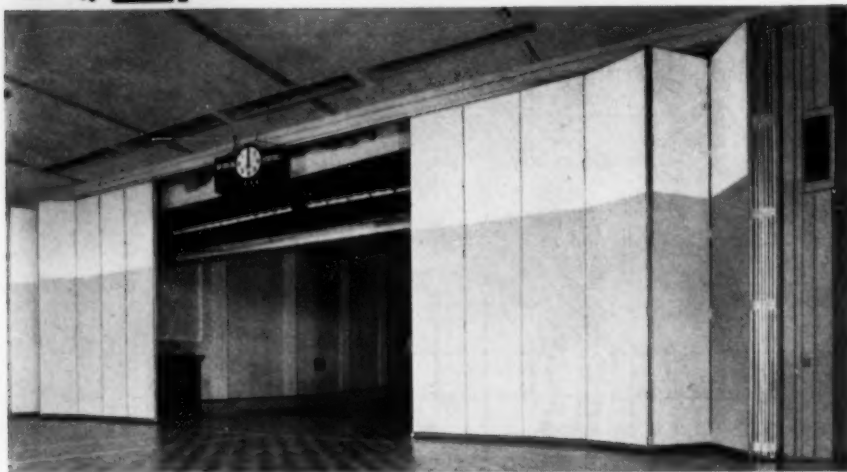
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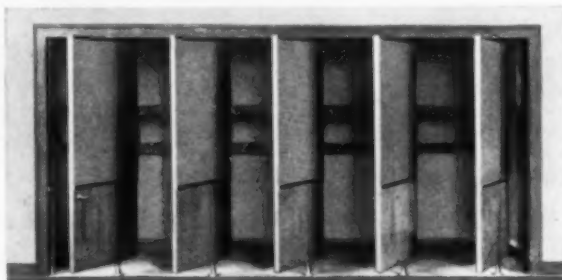
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EXTENSIVE PROGRAM NEARS COMPLETION

Since July 1, 1945, when John W. Hamilton became superintendent, a "five-year plan" of school improvement has been underway for Seymour public schools, Seymour, Tex. The following objectives have been achieved: a new bus garage and storage building has been constructed; a new brick agriculture classroom and shop building has been erected; the junior-senior high school has been completely remodeled, including the addition of six new rooms, at a cost of \$160,000; a teacherage has been purchased; and five school districts have been annexed to the Seymour district, increasing the valuation from \$3,112,000 to \$6,886,000 and the area from 225 square miles to 725 square miles.

An extensive building program is nearing completion. A new 21-room elementary building, consisting of offices, visual education room, library, health room, book storage room, and cafeteria has just been finished. The existing auditorium and four rooms in a recent addition will continue to be used. This building will cost \$175,000.

The tax rate has been increased from \$1 per \$100 to \$1.50 per \$100 valuation.

A former school building has been moved in to be used as a band and music building; the old agriculture building has been remodeled to serve as a cafeteria for the junior-senior high schools. A health program has been inaugurated, and is receiving national recognition.

SCHOOL ADMINISTRATION NEWS

► Cincinnati, Ohio. An institute to assist the superintendent of Hamilton County in acquainting the new members elected to school boards with their duties will be held early in 1950.

► Santa Fe, N. Mex. A report by T. C. Bird, superintendent of schools, shows that the city is well schooled. Of the 162 teachers in academic work only one lacks a college degree. There are 41 teachers with master's degrees and 120 with bachelor's degrees. There is a continuing teacher training program that requires periodic post-graduate work. The report showed that vocal music is required of all pupils and band and orchestra instruction is available to any pupil who desires it.

► Wichita, Kans. Members of the board of education have called on parents to help enforce the high school fraternity and sorority ban recently put into effect.

► Boone, Iowa. A plan has been proposed for the reorganization of Boone county's school districts which would replace the present 59 school districts with 2 large ones.

► Ogden, Utah. The board of education is proposing a change in the organization of the city schools to a 6-3-3 plan. This means that all elementary schools would include kindergarten through grade six. Junior high schools would include grades seven, eight, and nine. High schools would include grades ten, eleven, and twelve. The board has explained that this would result in a uniformity of organization that does not exist now.

Reasons for the proposal are improved type of school organization, better social and emotional adjustment for the students, additional financial assistance from state funds, immediate provision of additional rooms in nearly every elementary school.

► Framingham, Mass., elementary schools have gone on a one-session plan. The change was made as the result of an overwhelming vote by parents on a questionnaire. The single session starts at 8:30 a.m. and closes at 2:05 p.m.

THE AASA CONVENTION IN ATLANTIC CITY

The American Association of School Administrators has announced the final plan for its annual convention, to be held in Atlantic City, February 25 to March 2, inclusive. The program which will be devoted to the discussion of the theme, "Education, Dynamic of Democracy," will follow the pattern set up in previous years.

The commercial exhibits will be opened on Saturday, February 25, at 10 a.m., and at the same time the important architectural exhibit of school building plans and models from all parts of the United States will be displayed in Room B of the Atlantic City Auditorium. The ceremonial opening of the exhibits will be marked with addresses by President John L. Bracken, Supt. G. Edward McComsey, and Ronald M. Maxwell, president of the Associated Exhibitors.

The first general meetings of the Association will be held Sunday afternoon and evening when Branch Rickey, of the Brooklyn National League baseball club, and Hon. Wayne Morse, Senator from Oregon, will make formal addresses.

The general session Monday morning will feature an address on peace by Margaret Chase Smith, U. S. Senator from Maine.

The presentation of the 1950 Yearbook, which will discuss Public Relations for America's Schools, will be made Tuesday morning by Supt. Paul J. Misner, of Glencoe, Ill. The problems of peace in the world will be discussed Tuesday evening by Mrs. Eleanor Roosevelt, Hyde Park, New York. At the same meeting, U. S. Commissioner of Education Earl J. McGrath will speak. Global conditions will be further discussed on Wednesday morning by J. H. Furbay, director of Air World Education, Kansas City, Mo., and Norman Cousins, editor of the *Saturday Review of Literature*.

The annual show of the Associated Exhibitors will be given Wednesday evening, March 1, and will include the award of a scholarship in school administration and of the American Education Award.

School board members will perhaps be most interested in the following discussion groups:

Monday Afternoon

Unfinished Business: Personnel—James M. Spinning, superintendent of schools, Rochester, N. Y.

The Financing of School Buildings—Clyde Parker, superintendent of schools, Cedar Rapids, Iowa.

The Future of Teacher Salaries—Ralph Becker, superintendent of schools, Evansville, Ind.

Effective Working Relationships Between Boards and Superintendents—Herold C. Hunt, superintendent of Schools, Chicago, Ill.

Tuesday Afternoon

Functional School Building Design for Modern Public Education—Warren T. White, superintendent of schools, Dallas, Tex.

Group Dynamics as Applied to Board of Education and Staff Meetings—Leland P. Bradford, NEA Department of Adult Education.

The Responsibility of the Board of Education in Public Relations—Calvin Grieder, University of Colorado, Boulder, Colo.

Wednesday Afternoon

Freeing the Superintendent for Educational Leadership—Claude L. Kulp, superintendent of schools, Ithaca, N. Y.

Building Codes—Homer W. Anderson, Harvard University, Cambridge, Mass.

What About Extra Compensation for Additional School Services?—Jordan Larson, superintendent of schools, Mount Vernon, N. Y.

DALLAS CITY SCHOOLS REPORT MOST PROGRESSIVE YEAR ON RECORD

The Dallas city schools of Dallas, Tex., under the direction of Supt. V. T. White, have carried

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out many important undertakings during the school year 1948-1949 and report that it was the most progressive year in the history of the school system. Two large school bond sales were conducted, a large school construction program was carried out, school facilities were expanded to meet an increased enrollment, and an administrative reorganization was effected.

During 1950, the school officials are planning to begin the construction of 15 school building projects, to sell \$4,500,000 in bonds, and to start planning for eight more building projects.

During 1949, the Dallas schools sold \$12,500,000 worth of school construction bonds. With the sale of the first year's allotment from the new issue, the board and administrators began planning the 15 first-year projects, all of which will be under way in 1950.

The school enrollment rose to new heights,

promising a final count of 61,000 children by the end of the 1949-50 school year. Some 200 new teachers have been added, as well as a dozen more principals.

A new functional administrative setup has been created, ending the sharp division line between elementary and high schools. Three administrators have been added to the staff and supervisors have been made consultants.

PITTSBURGH OFFERS COURSE IN PRACTICAL NURSING FOR HIGH SCHOOL GIRLS

The first course in practical nursing for high school girls was established in March, 1949, in the Irwin Avenue Girls' Vocational High School at Pittsburgh, Pa. The nursing class which offers a new vocational opportunity for women from 18 to 50 years of age was preceded by a work-



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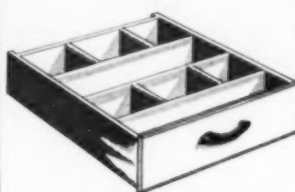
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shop conducted by the School of Nursing of the University of Pittsburgh, to study the need for practical nursing and how the need might be met.

The workshop developed the plan and the curriculum for the course. This plan was approved by the board of education, the local nursing organizations, the Hospital Council, and the League of Nursing Education and the District Nurses' Association. The Buhl Foundation, which offered aid in the demonstration, made a grant of \$60,000 for a three-year period.

The course which consists of a regular school semester of instruction at the school and six months in the hospital, is in charge of two teachers. One teacher acts as co-ordinator between the school and the hospital. The class began with an enrollment of 20 students. Of these, 18 students completed the school period of training and after a week of vacation reported to Suburban Hospital for their hospital

experience. Since that time the class has enrolled 40 students and another teacher has been added.

The response of applicants for training has been most gratifying and it is conceded that the vocation of nursing is well launched in Pittsburgh.

HOUSTON SCHOOLS SHOW GROWTH

Dr. Ray K. Dailey, a member of the Houston school board for a number of years, has again been re-elected president of the Texas Association of School Boards. Professor Alvan L. Chapman of the University of Texas College of Education has referred to Doctor Dailey as the "mother" of the school board association, and said that it was made up of the "13,000 most important people in Texas," and that "it is the board of directors of the largest single enterprise in your community."

Dr. Henry A. Peterson, member of the Houston school board, recently submitted a lengthy

paper on why he thought that all school personnel and school board members should take a pledge of allegiance to show their personal devotion to the principles of the United States Constitution. He referred to the Los Angeles school curriculum. He stated that the schools of America, which are based on moral and spiritual concepts, should develop these principles in every area of learning — faith in God and sound moral standards.

Board members on a recent visit to the West University Elementary School, the largest in Texas, found the school officials had solved the problem of how to find certain designated buildings and rooms in the maze of 27 permanent and temporary buildings on the 15-acre school campus.

The buildings are lined up on five covered walks, each walk bearing the name of a street — Main, Center, Capitol. These streets are divided into zones, each zone having its own messenger service, its own schedule for lunch and play periods, its own place on the playgrounds and its own bicycle stands.

Each student is given a map of the grounds, with instructions how to find his or her way around. Classrooms bear numbers like apartments in a huge building. The system calls for play periods that do not disturb study classes in other rooms.

Superintendent W. E. Moreland has submitted a report to the school board recently showing that it would cost Houston Independent School District approximately \$1,651,440 more a year to have year-round school session. The board will study the report before any action is taken.

The school board has asked that Superintendent Moreland and Business Manager H. L. Mills prepare rules on procedure for people who want to be heard by the board on any subject. This they feel will eliminate a lot of lost time in directing various complaints and suggestions through proper channels. The plan calls for those wishing to be present at a board session, to file their subject of discussion or complaint with the board secretary. Each is then to be given a specified time to appear. Many matters brought before the board at present are subjects that should be handled by either the superintendent or the business manager, and not be referred to the board for decision.

PROGRESSIVE INDUSTRIALISTS ARE HOSTS TO TEACHERS

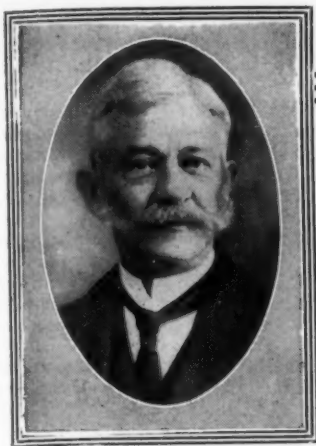
To educate teachers by firsthand observation and instruction in the problems and operation of industry, New Britain, Conn., held its first Business-Industry-Education Day, October 5, 1949. The event was sponsored by the Industrial Division of the New Britain Chamber of Commerce in co-operation with the board of education.

Some 600 school personnel visited eight major industries. The program was designed to bring the industrial and educational leaders together to discuss topics of mutual interest, and to gain a closer understanding of each other's problems in relation to the community as a whole.

After an address by the president of the industry on the history and development of the particular plant and its products, visitors were conducted on a tour of the plant. Lunch followed in the plant cafeterias or club houses. The afternoon was devoted to talks by company officials on labor-management relations, the problems of industry, the problems of selling products, and industry's contribution to New Britain. Discussion and questions followed the lectures.

By keeping thoroughly informed of the needs of industry and the community, the teacher is better able to assist pupils in making employment selections and social adjustments. As a result, the community benefits.

In order that the industrialists may become familiar with the educational side, the board of education is sponsoring a Business-Industry-Education Day in the spring of 1950, when top flight men in the eight major industries in New Britain will be invited to go through the schools on a conducted tour.



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COMING CONVENTIONS

February-March

Feb. 1-3. Minnesota School Board Association, at Minneapolis, Minn. Headquarters: Nicollet Hotel. Chairman: Myron W. Clark, Stewartville, Minn. No exhibits. Attendance: 1200-1500.

Feb. 2-3. The Pennsylvania State School Directors' Association, at Harrisburg, Pa. Headquarters: Penn Harris Hotel. Chairman: P. O. Van Ness, Exec. Secy., 222 Locust Street, Harrisburg, Pa. Exhibits in charge of P. O. Van Ness. Attendance: 1800.

Feb. 7-8. Nebraska State School Board Association at Grand Island, Neb. Headquarters: Yancey Hotel. Secretary: Charles Hoff, University of Omaha, Omaha, Neb. Attendance: 200.

Feb. 18-22. National Association of Secondary-

School Principals, at Kansas City, Mo. Headquarters: Municipal Auditorium. Secretary: Paul E. Elicker, 1201—16th St. N.W., Washington 6, D. C. Exhibits in charge of Paul E. Elicker. Attendance: 2500.

Feb. 24-26. National School Boards Association, at Atlantic City, N. J. Headquarters: Chalfonte-Haddon Hall Hotel. Secretary: Edward M. Tuttle, 450 East Ohio Street, Chicago 11, Ill. No exhibits. Attendance: Approx. 100 delegates and alternates.

Feb. 25-Mar. 2. American Association of School Administrators, at Atlantic City, N. J. Headquarters: Atlantic City Auditorium. Convention Chairman: Worth McClure, 1201 Sixteenth St. N.W., Washington, D. C. Exhibits in charge of Karl H. Berns, 1201 Sixteenth St. N.W., Washington, D. C. Attendance: 10,000-12,000.

Mar. 9-10. Idaho School Trustees Associa-

tion, at Boise, Idaho. Headquarters: High School Building. Secretary: Mr. J. C. Eddy, 2nd and Garden, Boise, Idaho. No exhibits. Attendance: 300.

Mar. 9-11. North Carolina Education Association, at Raleigh, N. C. Headquarters: Sir Walter Hotel. Secretary: Mrs. Ethel Perkins Edwards, Box 350, Raleigh, N. C. Exhibits in charge of John G. Bickle, Box 350, Raleigh, N. C. Attendance: 3000.

Mar. 12-14. Louisiana School Boards Association, at New Orleans, La. Headquarters: Roosevelt Hotel. Secretary: Fred B. Thatcher, Box 8986, University Station, Baton Rouge 3, La. Attendance: 450-500. Exhibits: not yet determined.

Mar. 15-17. Mississippi Education Association, at Jackson, Miss. Headquarters: Heidelberg Hotel. Chairman: F. C. Barnes, Box 826, Jackson, Miss. Exhibits in charge of F. C. Barnes. Attendance: 6000.

Mar. 15-17. Saskatchewan School Trustees Association, at Saskatoon, Saskatchewan, Canada. Secretary: Z. M. Hamilton, Jr., 1860 Lorne St., Regina, Sask. No commercial exhibits. Attendance: 1500.

Mar. 20-24. North Central Association of Colleges and Secondary Schools, at Chicago, Ill. Headquarters: Palmer House. Secretary G. W. Rosenlof, University of Nebraska, Lincoln, Neb. No exhibits. Attendance: several thousand.

Mar. 22-23. Indiana Association of School Superintendents and Business Officials, at Lafayette, Ind. Headquarters: Purdue University Union Building. Secretary: Mrs. Genevieve Serwatka, School City of La Porte, La Porte, Ind. Exhibits. Attendance: 150-200.

Mar. 23-25. Georgia Association of Superintendents, Board Members and Trustees, at Atlanta, Ga. Headquarters: Municipal Auditorium. President: Wm. F. Smith, Folkston, Ga. Attendance: 1000.

Mar. 29-31. Arkansas Education Association, at Little Rock, Ark. Headquarters: Robinson Auditorium. Convention Chairman: Hoyte R. Pyle, 501 Union Life Bldg., Little Rock, Ark. Exhibits in charge of Hoyte R. Pyle. Attendance: 6000.

Mar. 29-31. Association of City and County Boards of Education at Birmingham, Ala. Headquarters: Tutwiler Hotel. Secretary: N. F. Nunnelle, County Supt. of Schools, Talladega, Ala. No commercial exhibits. Attendance: 400.

Mar. 30-31. Alabama Education Association, at Birmingham, Ala. Headquarters: Masonic Temple and Tutwiler Hotel. Chairman: Frank L. Grove, 21 Adams Avenue, Montgomery 4, Ala. Exhibits in charge of Vincent Raines, 21 Adams Avenue, Montgomery, Ala. Attendance: 8500.

Mar. 30-Apr. 1. Michigan School Business Officials, at Detroit, Mich. Headquarters: Detroit Leland Hotel. Chairman: E. O. Fox, 1354 Broadway, Detroit 26, Mich. Exhibits in charge of Alfred C. Lamb, 5005 Cass, Detroit 1, Mich. Attendance: 250-300.

100-MEMBER ADVISORY COMMITTEE ORGANIZES

William Charles, a certified public accountant, St. Louis, Mo., has been elected temporary chairman of the 100-member citizens' advisory committee to the board of education's committee of economic needs at an organizational meeting December 15, 1949.

In addresses by Dr. Herbert O. Winterer, board chairman, H. M. Stolar, board vice-chairman and head of the economic needs committee, and Mrs. Irma Friede, a member of the economic needs group, the importance of making recommendations on the school system's financial condition were stressed. Mr. Stolar suggested problems for consideration concerning the high maintenance costs of St. Louis schools, the unit control of school operations—now operated by five departments with overlapping responsibilities, and the arrangement of facilities to serve both the increasing Negro enrollment and the decreasing enrollment of white children.



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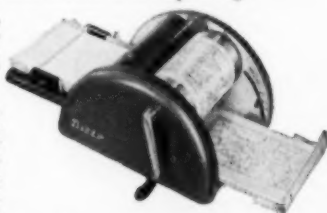
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TEACHERS' SALARIES



► Acting Superintendent W. W. Theisen, Milwaukee, Wis., reports that a new basic salary schedule has been adopted by the Milwaukee board of school directors at a meeting December 6.

Nondegree teachers will receive a minimum of \$1,400, and a maximum of \$3,200; teachers with a bachelor's degree, \$1,600 to \$3,600; teachers with a master's degree, \$1,700 to \$3,900; teachers with master's degree plus 18 credits, \$4,100. Annual increments have been raised from \$150 per year to \$200 per year.

Principals' salaries are as follows: elementary schools, \$3,800 to \$5,400; junior high schools,

\$4,500 to \$5,900; senior high schools, \$4,800 to \$6,200. In addition to these figures, all employees will receive a cost-of-living bonus amounting to \$1,203.84 for 1950.

► According to the Public Education Research Bulletin, published by the New York State Teachers Association, the most common method of teachers' salary payment in New York cities is semimonthly; in metropolitan villages, monthly; and in upstate villages, half monthly, half semimonthly.

Of 59 cities, 23 (39 per cent) make semi-monthly payments; 18 (30.5 per cent) monthly; 11 (18.6 per cent) monthly/12 months; and seven (11.9 per cent) have other plans. In 42 metropolitan villages, 24 (57.2 per cent) have monthly/12 months payments; 10 (23.8 per cent) monthly/10 months; and four (9.5 per cent), have varying plans. Out of 53 upstate villages, 16 (30.2 per cent) pay monthly/10 months; 16 (30.2 per cent), semimonthly/10 months; and 10 (18.9 per cent), monthly/12 month basis; and

11 small cities (20.7 per cent) use various plans. ► Fall River, Mass. The school board has voted to continue the existing temporary wage increase of \$130 per year for salaried school employees and \$2.50 per week for per diem workers. The temporary wage increase had been in effect for more than two years and was scheduled to expire at the end of the year.

► Easthampton, Mass. The school board has voted to give nondegree teachers an increase of \$29 per year, which will set a maximum salary of \$2,850 for these instructors. B.A. degree teachers will be paid a maximum of \$3,050, and M.A. degree teachers, \$3,250. All teachers with ten years' service credit will be given an increase of \$100.

► Chicopee, Mass. The school board has revised its salary schedule for 1950, setting \$2,200 as the minimum salary for all teachers. The action of the board makes the \$200 cost-of-living raise permanent.

► Salem, Mass. The school board has voted to make permanent \$200 of the \$210 cost-of-living raises given all members of the school system a year ago. The board also added four steps to the salary schedule. The salary changes will add \$54,000 to the 1950 budget.

NEW BOARD POLICY GOVERNING TEACHERS' ABSENCES

Supt. Charles C. Mason, of Tulsa, Okla., has announced a new school policy regarding teachers' absences. The policy includes seven items:

1. Any educational employee who finds it necessary to leave the city or to be away from his regular duties for as much as one working day must obtain the advance approval of the superintendent. An absence for a fractional part of the day must be approved in advance by the assistant superintendent of the division concerned.

2. When the absence is a matter of less than one-half day, the principal may arrange for the work as he thinks best except that if a substitute be called the substitute shall be paid for one-half day.

3. In cases not covered in paragraph two, the absence is reported and entry is made on the pay roll.

4. The superintendent may approve an absence with pay for any teacher entitled to a provided substitute. This request is made in writing by the teacher and should carry the initialed approval of the principal. It must be made far enough in advance that the superintendent may approve or disapprove.

5. Where it is necessary for a teacher to accompany groups of students as a part of the school program, and where a substitute is called to take the work of the regular teacher, written notice should be sent to the superintendent by the principal and the information placed on the pay roll.

6. For all absences of one-half day or more not within sick leave or "provided substitute" provisions, salary deductions shall be made.

7. Substitutes are paid for one-half day or a whole day period only.

TAFT REQUIRES TEACHER IMPROVEMENT

Under the direction of Supt. Milton G. Ross, the Taft, Calif., school system offers in-service training courses to teachers to help them improve their classroom teaching and enable them to advance on the salary schedule. Teachers are allowed to take one course of two units each semester. In operation for the past two years is the plan of teacher visitations under which each new teacher must visit some other classroom of the same grade level in the district twice within the year. Teachers with experience in the district must make one visit outside the district each year. Supervisors and administrators are allowed four visits outside the district. Teachers are required to make either oral or written reports at the teachers' meeting.

Report cards of children in the first six grades were marked with "S" and "U" for the first quarter in all subjects. Parents were then given an opportunity to indicate on the card if this system of marking was satisfactory or if they preferred numerical grades on the succeeding reports. Forty-five per cent indicated that they preferred the numerical grades.

Deficiencies in the methods of teaching spelling and writing have been revealed by a series of homemade spelling tests administered by the primary supervisor to third-grade pupils.

SCHOOL BUILDING NEWS

► Clinton, Tenn. Superintendent R. N. Finchum reports that improvements have been made on the main building of the city schools in the form of new floors, new steps and stairways, and new front entrances. New armchairs were purchased for seven classrooms, and other needy repairs were made. Funds for the renovations were obtained from capital outlay money from the Tennessee sales tax. The board of education also purchased an eight-room school building, constructed by the Federal Government during the war for an overflow of students, from the Federal Works Agency.

► Center, Tex. F. L. Moffett, superintendent of schools, announces the completion of a high school gymnasium, 90 by 100 ft., including modern dressing rooms, bleachers, and playing space. Wilbur Kent, Lufkin, Tex., is the architect.

► Alexandria, Va. Supt. T. C. Williams reports that the board of education has just completed an extensive building and improvement program, at an expenditure of \$2,887,500 for construction, equipment, and architectural services. The program included seven projects, involving 4 elementary schools, 2 elementary additions, and a high school building. The board is preparing to move into a second phase of the program embracing a new high school and 2 new elementary schools. This phase for construction, equipment, and architects fees will amount to \$3,000,000.

► Florence, S. C. The board of education has completed one elementary school of 15 classrooms and one Negro trades school of 14 classrooms and two shops. Another Negro elementary school of 15 classrooms and auditorium is now in the preliminary stages and will be erected in 1950.

► Mitchell, S. Dak. The Bureau of Field Studies, of the College of Education of Minnesota University, under the direction of Dr. M. G. Neale, has begun a field survey of the public schools. It is expected that the final reports will be presented to the school board early in 1950. The recommendations will be used by the board in making plans for a ten-year program of improvements and expansions of school facilities.

► Colorado Springs, Colo. The school board has completed two elementary school buildings within the past two years, and additions to two schools, making 42 new classrooms in all. An industrial-arts building was constructed for one of the junior high schools. The entire school plant and equipment have been modernized, with new fluorescent lights, new-type blackboards, and steel bicycle racks. Considerable motion picture equipment has been added, new films and filmstrips have been provided, new library books purchased, and facilities for vocational training increased.

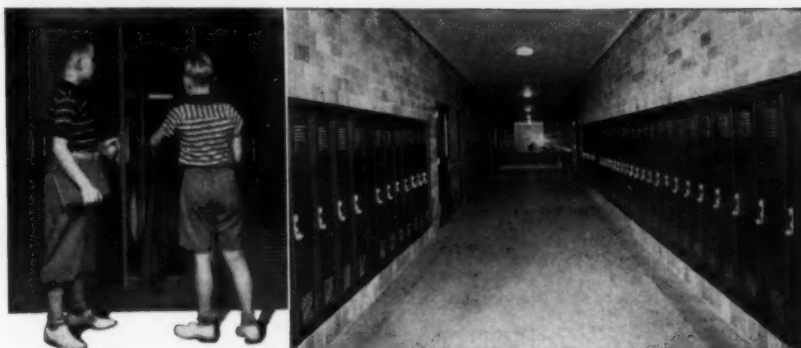
► Clintonville, Wis. The school board has begun the construction of two primary grade schools, one on the present site, and the other on a new 20-acre site. The architects are Messrs. Foller, Schober, Berners, Safford & Jahn, Green Bay, Wis.

► Auburn, Calif. The Auburn Joint Union School Board has completed a new 10-room elementary school, at a cost of \$215,000. The board is planning a new bond issue to provide funds for additional school facilities.

► McPherson, Kans. The school board has employed Architect Lorenz Schmidt to make a survey of the school plant to determine building needs and possible costs.

► Putnam, Conn. The Putnam county board of education has appointed five to the new high school building committee, with William Perry Barber as chairman, and Albert J. Murphy as secretary. Preliminary plans have been prepared for the new high school building. The architectural firm of Sibley, West Hartford, will have charge of the plans and specifications for the building.

► Brownwood, Tex. A \$450,000 bond issue has been approved by the voters at an election. The proceeds will be used to finance an extensive school building program.

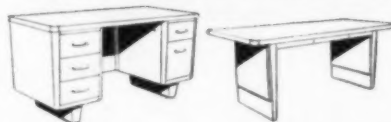


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► Johnstown, Pa. The school board in adopting recommendations of its finance committee, has allocated \$2,084,633 in fire insurance policies to 50 local agents. The new policies, to become effective immediately, are for a three-year period, and were written at a premium rate of 29.17 per \$100. The total insurance now carried by the board on the school buildings and contents amounts to \$4,414,000.

► Edmonton, Alta., Canada. Plans have been started for a new building program to cost \$5,000,000. The program includes two high schools and three elementary and junior high schools.

► Tulsa, Okla. The board of education has decided to divide its insurance business among local agencies on the basis of their net income and the amount of ad valorem taxes paid by the school district. Dr. Frank R. Pauly, director of research, who handles insurance, has assigned each agency a quota for a five-year period on this basis.

All fire and extended coverage policies are written for five-year periods, with a resultant 20 per cent saving on premiums. Boiler, band instrument, cafeteria stock, and fidelity insurance is computed against the quota of each agency. Bus and truck insurance is on a competitive basis and is bid on each year.

► Nashville, Tenn. The school board has completed additions to four schools, at a cost of approximately \$1,570,000. These projects constitute a part of a building and improvement program, the total cost of which will reach \$4,000,000.

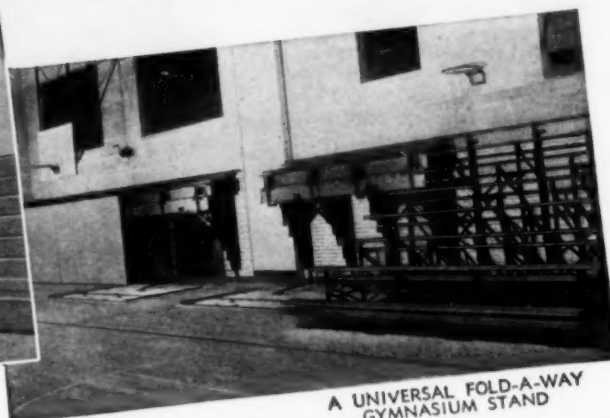
► Warwick, R. I. The school board has completed an 8-room elementary school and an addition of two rooms, utility room, and offices for the medical staff. Construction work has been started on the Greene Elementary School, which is to be completed early in 1950, as well as the new school in the Hoxzie area and the school near Wildes Corner.

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Improving School Custodial Service

By N. E. Viles. Paper, v-32 pp., 15 cents. Bulletin 1949, No. 13. Federal Security Agency, Office of Education, Washington 25, D. C.

This useful bulletin advances the improvement of adequate school plant care and operational services through proper custodial training and suggests 11 training units and methods for such a program. Practical standards of employment and working conditions, work loads and schedules, and outlines of existing training programs are also included.

Disposition of School Bonds and Special School Levies in Ohio School Districts, January 1, 1949, Through November 8, 1949.

Compiled by John H. Herrick & William L. Carter. Paper, ii-34 pp. The Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio. December, 1949.

This twenty-second annual disposition study reports the election results on school bond issues and special levies submitted by Ohio school districts from January 1 to December 13, 1949. Of 218 bond issues submitted, 192 were approved at a percentage of 88.1; the amount submitted: \$70,580,000, the amount approved: \$60,701,000, the per cent approved: 86.0; special levies submitted: 630, special levies approved: 622, per cent approved: 98.7; bond issues and levies submitted: 848, approved: 814, per cent approved: 96.0. This is an increase of almost 100 proposals over that of 1948 and an increase of almost \$15,000,000 in bond issues.

Planning Rural Community School Buildings

By Frank W. Cyr and Henry H. Linn, assisted by K. H. Bailey, Warren W. Fabyan, and John E. Marshall. Paper, xiv-162 pp., \$3.75. Published by the Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This publication, an enterprise of the National Council of Chief State School Officers, rather modestly claims to

be (a) a tool for local school authorities and their architects in studying the local educational program for the purpose of developing physical facilities adequate for the realization of that program and (b) illustrations and descriptions of typical rural school buildings and plans which have been found successful and which will help develop plans for fully meeting local situations.

The opening chapter of the book describes how a typical rural community set about to plan and finance a good building. The greater number of pages illustrate and describe plans and buildings, ranging from a minimum one-teacher to a comprehensive Central School housing 400 students. A separate section includes plans of rural community buildings, household arts rooms, shops, gymnasiums, cafeterias, kitchens, service and administrative rooms, etc.

The publication is a long step forward from the rural school plan books issued after the turn of the century by state school departments. It reflects both the growth in rural education and more important, the advance made by educational planning experts and architects in providing solutions to the problems of functional planning. Wisely the authors offer some answers to the common problems but recognize the fact that each situation requires local study and that country people will insist upon providing their own solutions.

Check List on How Cities Can Cut Costs

Paper, 52 pp., \$1. International City Managers Association, Chicago, Ill.

The more than five hundred questions in this check list are intended to suggest specific means of cutting costs in city administration — including the schools — without sacrificing quality or quantity of desirable services. School executives will find numerous management ideas and attitudes that apply to schools as well as to general city administration.

Annual Report of the Supply Commissioner

By A. K. Nushan. Paper, mimeographed; 12 pp. St. Louis Board of Education, St. Louis, Mo.

This report embraces the work of purchasing, warehousing, and distributing school equipment and supplies, and of carrying on the report of school machinery and the operation of the lunchrooms.

North Dakota State School Lunch Manual

Issued by the Dept. of Public Instruction in co-operation with the North Dakota State School Lunch Com-

mittee and the North Dakota Tuberculosis Association, 1947. Paper, 67 pp. Rev. 1949.

This very practical manual, which provides directions for originating and maintaining a school cafeteria, describes the school lunch project, standards for the school lunch worker, safety, housekeeping, serving of the school lunch, cooking the food, menus, and nutritional recipes.

Color Planning of School Interiors

By Staff of Bureau of Plant Operation and Maintenance. Paper boards, 50 pp., \$3. New York Board of Education, 110 Livingston St., Brooklyn 2, N. Y.

This is a completely revised edition of the important study in 1945 by Hynds and Baker for standardizing the interior decoration of New York City school buildings. In all, 19 standard tints and shades, plus white and black, are recommended and shown in large color chips.

The authors call attention to the fact that schoolrooms do not lend themselves to startlingly different or exotic color effects. The school is essentially a place for study and work, and growing children cannot be exposed to color impacts which make for excitement or interfere with quiet, continuous application to tasks in hand. The quality of lighting in a schoolroom depends in large part on the high reflective coefficient of the finishes, but this must be achieved by the combined use of cool and warm colors which do not have a distinct arousing effect upon eyes and nerves. Nor must a school building be drab and depressing — bright color effects are advantageously used in stair wells and corridors and in areas that have minimum natural light. Results approaching ideals of beauty and utility are possible by careful combinations of rich, clear colors for young children and "muted tints" for older pupils.

The authors have very clearly stated the problem and have provided tested colors that are especially suited for school use — the application is a problem which requires skill and careful study of each individual building.

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South Dakota Legalizes Associated School Boards

W. W. Ludeman*

As in most states, South Dakota school boards always had legal status but their jurisdiction was quite strictly local in nature. The boards had rather free range within the local district but legally they could not belong to state-wide groups and pay dues to such, nor subscribe to a professional magazine for board members.

The New Law

The 1949 state legislature changed all of this. S. B. 151 created an Associated School Boards of South Dakota giving legal status on a state-wide basis to an organization that has existed for many years but which never was legally established.

The new law is covered in Chapter 68 of the 1949 session laws and its provisions are outlined in sections as follows:

1. *Aims.* Associated School Boards is needed to co-ordinate programs, exchange ideas and procedures pertaining to policy making.

2. *Membership.* The Association is to be comprised of school boards of public school districts and on payment of dues to the Association all board members of such district automatically become members of the state association.

3. *Powers.* The Associated School Boards of South Dakota have the power to adopt their own constitution, arrange and call meetings of the Association or of its officers and committees.

4. *Reports.* It is the duty of the officers of the Association to submit to the Superintendent of Public Instruction annual reports and recommendations on any matters which pertain to an increase in its efficiency of the public school system.

*Dean, Southern State Teachers College, Springfield, S. Dak.

5. *Financial Report.* It is the duty of the secretary-treasurer to prepare a complete financial report annually and this report shall be made to the membership.

6. *Delegate.* Any member board may appoint one of its number as a delegate to the state meeting of the organization and the necessary expenses of this delegate shall be paid by the district.

7. *Publications.* Any member board may subscribe to educational publications, one of which shall be its own paper — "South Dakota School Boards." The number of subscriptions may not exceed the number of school board members.

State Association Promotes Education

Much of the push and prodding behind public education in South Dakota has come from state teacher groups, the Parent-Teacher organization, and certain lay associations. Legalizing the Associated School Boards brings another force into the picture.

The constitution for the new organization has been adopted and certainly some of the future plans of the group will include:

1. *Raising Funds.* Each member school board will pay an annual due.

2. *Conventions.* State-wide meetings with headline speakers will add much to professionalizing the task of the school officer.

3. *Print Magazine.* The publication of the Association magazine will be continued and developed.

4. *Promote Educational Progress.* The Associated Boards will be in a position to study and stimulate educational progress in the state. It will have the funds to study school issues and assist in seeking needed new school legislation. It can go into various aspects of school building, plant, and equipment to the mutual benefit of all of the schools of the state.

SEEK TO PROTECT TEACHERS

The Educational Policies Commission, as spokesman for the National Education Association, has issued a statement intended to help local school systems and educators generally, to aid in the development of wide

knowledge and attitudes, to help solve international problems and reduce the present tensions. In connection with its report the Commission has issued a press release to emphasize its attitude toward Communists as teachers and the dangers which result from possible careless condemnation of teachers as "reds." The Commission says:

1. Citizens should condemn the careless application of such words as "red" and "Communist" to teachers and other persons who merely have views different from those of their accusers. While the Commission adheres to its previously stated position concerning the nonemployment of members of the Communist Party as teachers, it wishes also to emphasize again that citizens should be especially alert at this time to defend the essential need of their schools for freedom of teaching and learning.

2. State laws requiring special oaths for teachers, or laying down detailed prescriptions for the school curriculum, or establishing uniform tests and criteria of loyalty impair the vigor of local school autonomy and thus do harm to an important safeguard of freedom in education.

3. The schools should continue with vigor their programs for giving young citizens a clear understanding of the principles of the American way of life and a desire to make these principles prevail in their own lives and in the life of their country. Educational programs should develop a greater measure of national unity among the many groups in the population of the United States.

4. The schools should also try to help resist exaggerated fears which tend to rise in periods of heightened tensions. While the dangers of atomic warfare should not be concealed, they should be calmly faced. Anxieties that accompany a sense of danger must not be permitted to impair civil liberties or to lower our efficiency. The schools should help strengthen national defense and individual morale by promoting health, fostering confidence and courage, by developing skills and habits of sustained and purposeful work, and by guiding students in their search for moral values.

The Commission plans to issue a leaflet which will assist teachers and other citizens to adapt their local school programs to meet the needs created by new developments in the international situation.

STAFF CHANGES IN CLEVELAND

Mrs. Norma F. Wulff, starting her thirteenth year on the Cleveland board of education in January, 1950, has been re-elected its president for the sixth consecutive one-year term. The re-election of Mrs. Wulff was voted unanimously by her six colleagues after she was nominated by Alfred A. Benesch, who has just begun his twenty-fifth year on the board.

Mrs. Wulff had no public opposition for the presidency she has held since January, 1945. She had said previously she was not in the race for the post but the other members felt she should be continued because of her work.

Charles A. Mooney, son of the late Congressman Charles A. Mooney, was re-elected vice-president, also for a one-year term.

The board also has given two-year contracts to Michael L. Wach, clerk-treasurer of the Cleveland public school system, and to Edmund F. Smircina, business manager. Mr. Wach's salary was raised from \$9,500 to \$10,000 a year, and Mr. Smircina's was lifted from \$8,500 to \$9,500 for the first year and \$10,000 for the second.

In what Mr. Benesch called a pioneer move, the Cleveland school board has appointed a part-time consulting psychiatrist, Dr. Oscar B. Markey, child psychiatrist of Mount Sinai Hospital and of the Juvenile Court in Cleveland. Authorization of such an appointment was voted by the board in April, 1947.

In another appointment, Dixie Holden, an elementary music teacher in Cleveland, was elevated to music supervisor in the elementary division. She started her teaching career in the Cleveland system in 1942. She succeeds Miss Edith Powell, who retired in 1948.



Milestone Picture in Cleveland School History

Cleveland City Law Director Lee C. Howley (left), himself a former school board member, is shown administering the oath of office to Mrs. Norma F. Wulff, who won the board presidency for the sixth consecutive time, longer than any other member in Cleveland history, and to Alfred A. Benesch (extreme right), who started his 25th year of service, a record in the city's school annals. The others who had been retained as board members, with Mrs. Wulff and Mr. Benesch, at the November 1949, election, are Charles A. Mooney, re-elected vice-president (next to Mrs. Wulff) and Carl F. Shuler.

AUBURN STUDIES CURRICULUM

At Auburn, Calif., various curriculum studies have been undertaken this year in the Auburn Joint Union Elementary School. Tests were conducted in reading and arithmetic. Each child was tested before the program started and at the end of three months will be tested again to see if there has been any improvement. Children within the range of average or above ability were selected.

The test results indicated that many children with high mental ages were not reading up to capacity. It was decided to have the primary teachers devote one-half hour three times a week to each individual child in developing reading techniques. In the arithmetic study a test was made of the use of audio-visual material in teaching arithmetic. A special film on fractions was used and a control group of five grades was matched against one class in each grade. The results indicated that the groups taught by the film method achieved a higher rating on test score than did those who did not see the film.

A committee of primary teachers has reviewed films, slide films, and visual materials available in the field of health. All of the material has been evaluated as to its use in the primary grades and a health curriculum handbook has been prepared.

The second grade conducted a spelling study and set up a spelling readiness period before undertaking a regular spelling program. Various methods of developing this readiness were used. Some teachers used charts, progressive charts, and dictionaries.

The primary department has made a study of games to be used on rainy days. An evaluation of various games was used to determine those which have educational value and interest for the child.

VISALIA PROGRAM GROWS

Supt. Hilton D. Bell reports that the Visalia, Calif., school district is in the midst of a building program and is giving special emphasis to special service education in an effort to help rehabilitate young people who otherwise might not successfully attend school. A hard-of-hearing program has made it possible for children to hear through amplification, and with hearing aids take part in normal classroom activity. Classes for cerebral palsied children will soon be under way and will attempt through physiotherapy, special therapy, occupational and educational therapy to assist the children in becoming self-supporting citizens. Plans are also being made to expand the special services in the field of sight conservation.

The union high school board of trustees and the elementary board of education have originated a successful joint recreational program with joint use of many school facilities.

A group of interested businessmen and farmers have organized a nonprofit corporation for the purpose of soliciting funds for purchase of a 160-acre farm site. Both the high school and college agricultural departments will use this farm as a teaching laboratory. Over \$60,000 has been collected thus far. Within the year, the entire property will be deeded to the high school and college districts. Since the development of the farm laboratory program, enrollment in vocational agriculture has doubled.

GENESEO ENLARGED SCHOOL DISTRICT

One of the highly satisfactory outcomes of the Illinois state-wide program of school district consolidation, which has been under way during the past four years, is the new Geneseo Community School District No. 228, which centers in the City of Geneseo and embraces a territory of 208 square miles. The district which became legally

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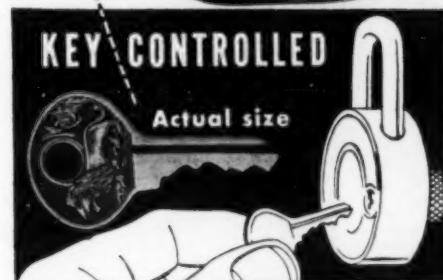


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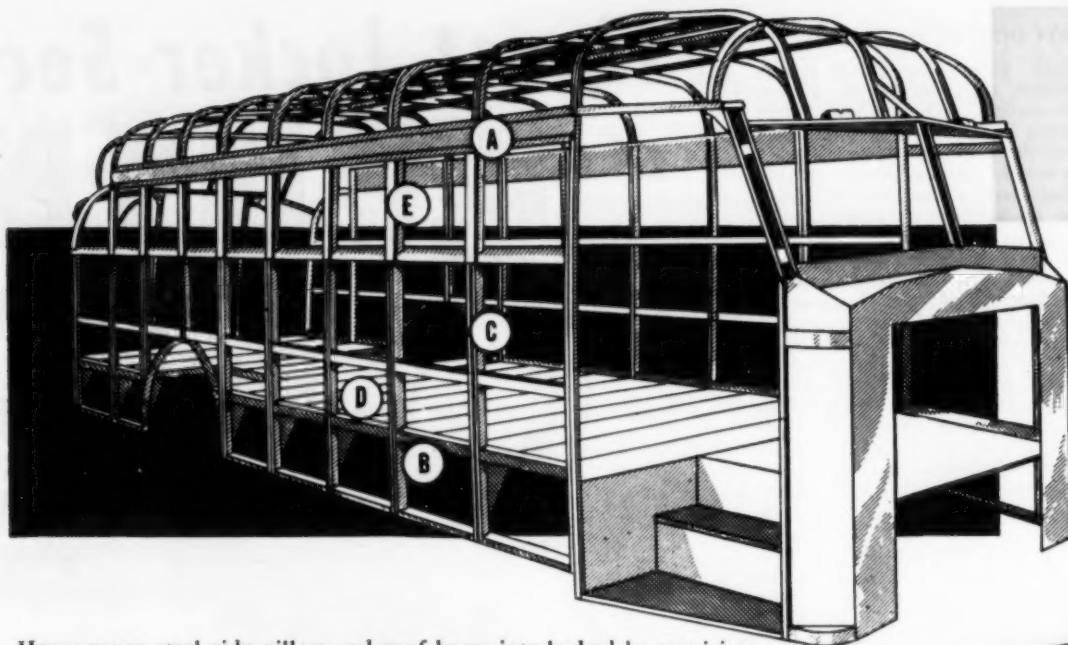
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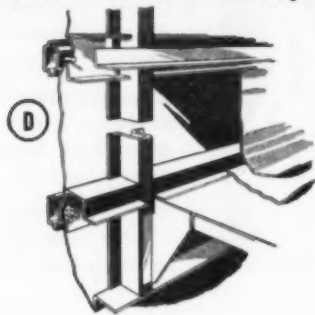
Clifton E. Mack, in discussing the necessity of high standards of governmental supplies and equipment writes in the *American Standards World*:

"American business spends millions of dollars annually in ceaseless search for new and better ways to make new and better things. When the laboratory produces materials or devices which result in new products, it is the practice in our economy to promote distribution of the products through advertising and sales methods. The supply official has the opportunity of keeping up to date with new products or developments in materials by taking advantage of the wealth of advertising and sales promotional material concerning the products which he buys. Changes are made rapidly and it is incumbent upon him to use the best means to know what is being produced, by whom, and information concerning the improved use features of supplies within the range of his interest."

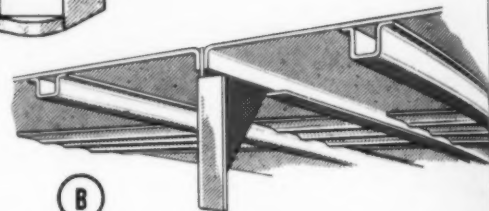


Heavy-gauge steel side pillars and roof bows interlocked by precision welding with 20 longitudinal members—7 on each side and 6 on the roof—form "A Cradle of Steel" that shield Oneida Bus passengers from road hazards. The sturdy platform structure, featuring I-Beam construction, is joined to the frame at its base with heavy steel gusset plates. This integrated type of construction results in a complete unit that does not depend upon side body panels for strength . . . assures maximum protection against body failure due to impact, stress, strain or torsional twist.

The sectional drawings below and at right provide graphic proof of hidden values which are responsible for Oneida superiority.

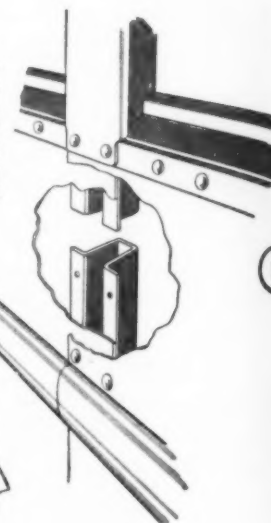


Anchor-Rib-Frame—Heavy gauge gusset plates are used to reinforce deck structure by arc welding to side pillars that extend below floor level to a skirt rail. This technique in construction is similar to that used in bridge building to compensate for stresses and strains.

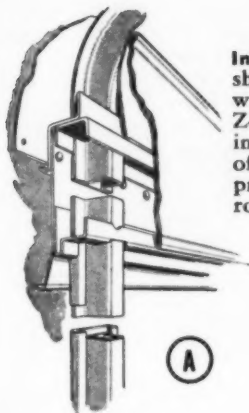


Accordo-Steel Platform—Flanged 14-gauge steel deck panels are gusseted to body pillars every 27 inches. A $\frac{1}{4}$ " x 2" x 2" steel angle is inserted between each deck panel forming an I-Beam type structure. Heavy gauge steel hat-shape crossmembers reinforce deck panels between I-Beam structure points. Embossed-steel supports extend full length of platform on sides of aisle.

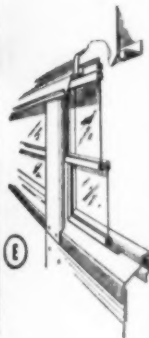
Double Riveted Body Panels—Heavy overlapping 20-gauge steel body panels are double-riveted to "hat-shaped" side pillars and roof bows at increments of 27 inches. Side pillars and roof bows are strengthened by a total of twenty sturdy longitudinal steel strainers running full length of sides and roof of body.



A Cradle of Steel from Wheel to Wheel!



Interlocked Roof Construction—Hat-shaped, 16-gauge steel roof bows are welded and anchored to two main Z-shaped longitudinal roof rails. This interlocking or telescoping principle of joining roof and side members provides added strength to crowned roof structure.



Split-Frame Safety Sash—Bottom section of sash is stationary, thereby keeping passengers' heads and arms inside. Top section lowers to provide efficient ventilation. Trade-marked safety glass is used throughout. A rubber seal added to a solid belt rail assures a dust, draft and water-proof unit which prevents body corrosion.



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AS A SERVICE to School Boards, Oneida portrays in these two pages some of the principles of engineering and construction that distinguish Oneida Safety School Bus Bodies.

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Models ranging in capacities from 16 to 66 passengers permit tailoring of Oneida equipment to meet the requirements of individual School Boards.

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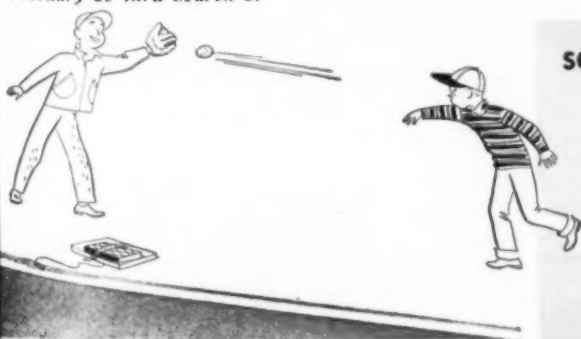
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Write today for detailed information.

VESTAL INC.

ST. LOUIS • NEW YORK

Teaching Citizenship and Combating Communism

As plastic and immature children sit in classes, sometimes a few have wondered, "Do teachers dare change the character of American society by planting other kinds of loyalties in their hearts?" While it is true that these children are plastic and that school teachers have considerable power in shaping their ideals, still even if they dared to try they could not succeed. They simply do not have that much power. Society owns and controls the schools, hence it will not permit teachers to go contrary to its wishes.

Earl H. Hanson, superintendent of schools of Rock Island, Ill., in a recent bulletin sent to principals and teachers discusses this subject. He says: "Clearly the vigorous American citizen has the qualities needed by the world

for its safety. The American teacher has largely a free opportunity to build that kind of citizen. From both points of view—the welfare of his country and the world—his opportunity is truly great."

Commenting on Communists in our ranks, Mr. Hanson points out that Communists do not enjoy academic freedom. They are compelled to conform to the so-called party line. Therefore, if we defend the teacher's right to teach in the light of truth and the pupil's right to learn through research we cannot consistently defend the right of unfree Communists to be in our ranks. Again he points out that schools in any society are organized for the purpose of making the young into good and efficient citizens of the controlling

society. Most of us agree, I believe, that the Communist yields his primary loyalty to another society than ours. If so, we cannot believe that such teachers can make good citizens for our country.

Turning to the question, Are Communists numerous? Mr. Hanson says that he is convinced that the presence of Communists in academic ranks is rare. However, charges of Communists against our colleagues are becoming so frequent as to cause alarm. It is true that literally thousands of people have fallen into the bad habit of attempting to discredit those with whom they argue by the simple trick of name calling by stating, "You're a Communist." There is danger to education for good citizenship in this condition. The ability of the school to teach so as to make good citizens for free America may be seriously reduced if those attacks become so thick as to obscure its work by making a cloud to hang over it. Let's not fool ourselves, there is danger to the teacher unjustly accused, danger that honest, good teaching will be jeopardized, danger that the really serious offender, the Communist, may be lost sight of in the scuffle.

Discussing the point, "Where lies the danger and how we may reduce it," Mr. Hanson says: "The subjects which present the major risks are the very ones which are most vital to building competent citizens. They are American history, economics, sociology, and civics. They can be taught in a way that involves no hazard but if so they probably would have little citizenship value. So taught they would not supply the skills needed by free Americans to govern themselves. The people of America are not ruled; they rule. To continue free American children must have education suitable for rulers which is different from that suitable for those who will be ruled. Courses in history, economics, sociology, and civics for self-governing Americans must include basic knowledge about his country, training in skill to search for knowledge, development of ability to discriminate between what is pertinent and not pertinent, ability to discriminate between what is of the greatest importance and what is of lesser importance, ability to synthesize evidence into logical patterns, ability to precipitate a conclusion from the pattern and building courage to act on the conclusion. His education involves consideration of problems not yet solved and of bringing to bear upon such all pertinent information and a mind experienced in handling them." Mr. Hanson suggests five distinct risks and offers a few suggestions for building citizens and avoiding being called Communists.

SCHOOL BOND SALES

During the month of December, 1949, school bonds were sold in the amount of \$54,492,200. The largest sales were: California, \$3,577,000; Illinois, \$5,030,000; Michigan, \$5,409,000; New York, \$5,345,500; Ohio, \$9,524,500; Pennsylvania, \$2,765,000; Tennessee, \$2,087,000; Texas, \$5,295,000; Virginia, \$2,750,000.

The yield of 20 selected bonds as of January 1 was 2.08 per cent.

► Lincoln, Neb. An all-time high budget of almost \$3,000,000 has been approved by the Lincoln board of education. The revised budget represents an increase of \$86,841.28 over the June budget.

► Edcouch, Tex. Voters of Edcouch-Elsa school district have approved a \$200,000 bond issue to provide funds for repairs and the erection of a new school building.

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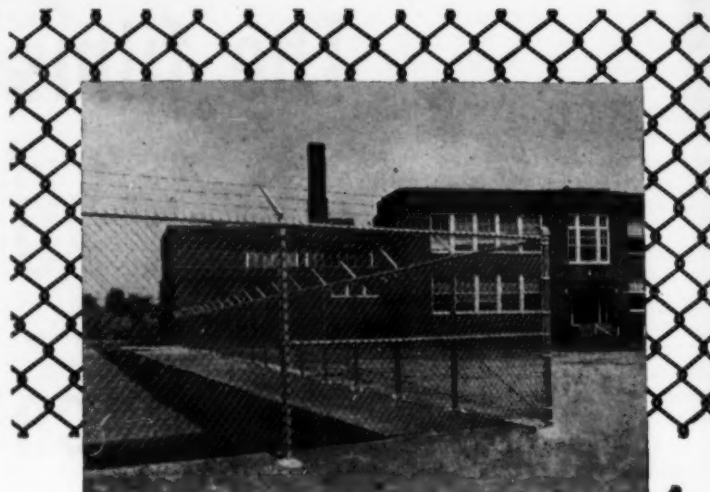
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Pittsburgh Steel Company

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CENTRAL SCHOOL SHOP SERVICE

(Concluded from page 42)

not necessarily qualify a person to be on top. Someone has well said, "keep the expert on tap and not on top."

4. In the division of labor, it is often impossible to divide work without overlapping. This danger may appear and can be avoided only when job responsibilities are carefully understood and defined.

5. A significant human danger in centralization is the possibility that subordinate parts of work will be unduly suppressed or lost sight of because of the singleness of a function. When this occurs the individual will not feel the significance of his job and the possibility of developing him to capacity will be lost. Similarly, the dominant purpose of a process may become obscure so that the organization will fail to quickly adopt and use the newest technical devices, equipment, and skills.

6. This danger of permitting a centralized service center to become so organized that new ideas cannot infiltrate, new processes cannot be introduced, new equipment cannot be recommended, new skills cannot be added or outworn skills eliminated is one which has to be watched with great care. The schools are political entities and the tendency to keep a man or an old method instead of choosing the newest and most economical service needed is always at hand.

The six dangers mentioned are not all inclusive; they are overlapping and interrelated. They may be overcome by practicing the following concepts:

First, the co-ordination of the activities of the centralized service center should be a continuous process.

Second, committees of principals, teachers, and building service employees should study and report on the common service problems. The application of the committee principle is very important not only in the work of the centralized service center, but also in connection with the personnel side of the organization. Committees within the service may be: plant equipment, safety and inspection, first aid, soliciting and recording suggestions for shop operation, complaints (intercommunication),⁴ welfare work, training courses,⁴ centralized service center policy or shop conference committee,⁴ recreation committee,⁴ and question box. The aim of the whole committee organization should be to keep the school service center flexible so the child could be served and not the skilled labor or teacher per se.

Third, the service center policy should be an integral part of the general policy of the whole school system.

Fourth, all co-ordinating should be attempted in the early stages before thinking and action become crystallized.

The writer has recommended that a centralized service center, based on the foregoing general philosophy of administration be established for the Oklahoma City school system.

⁴Committees are already in operation in Oklahoma City.

PERSONAL NEWS OF SCHOOL BOARD OFFICIALS

► MRS. OLIVIA E. CALLOWAY is the first Negro to be named a member of the board of education of St. Louis. Mrs. Calloway was appointed

by the mayor to succeed the late Dr. Francis C. Sullivan.

► E. F. MOOD, of Wichita, Kans., has been appointed superintendent of buildings and grounds at Enid, Okla.

► For being the outstanding school board member in 1949, a Distinguished Service Award has been presented to Earl F. Fielder, chairman of the Hopewell, Va., school board, at a general session of the Virginia Education Association, November 4, 1949. Aware of the urgent need for better school buildings and more adequate financing, Mr. Fielder has been an instrumental leader in the Hopewell school system.

► Oconto, Wis. President of the board of education is Henry Krueger.

► ALBERT J. PENNALA, of Oklahoma City, Okla., has been elected clerk and business manager for the board of education of Bartlesville. He succeeds Gerald Young who has resigned.

► ROBERT M. FINLEY has been elected a member of the school board of Hiawatha, Kans., to succeed Robert Corken.

► RAYMOND YOUNG has been elected president of the board at Riegelsville, Pa.

► The school board of Port Allegany, Pa., has reorganized with J. L. BARREN as president, and D. B. MCGONNELL as vice-president.

► DR. W. ROBERT KORN has been elected president of the Somerset borough school board, Somerset, Pa.

► R. A. SMITH, JR. and MRS. MAGGIE HENNISS have been appointed to the Clinton, Tenn., school board to replace A. D. Crenshaw and H. C. Bush, both of whom resigned after 15 years of service.

► MISS ANNETTE MOORE, a member of the board of education of Kansas City, Mo., for 23 years, died at the Kansas University Medical Center on January 3. Miss Moore, a former Hannibal teacher, came to Kansas City in 1901. She would have completed her fourth six-year term on the board next April.

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"We've tested the new Ford School Bus Safety Chassis from grille to rear axle, and PROVED its exceptional Safety, Economy, and Endurance."—Al Esper

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Oneida Products Corporation,
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Ford School Bus Safety Chassis are tested and checked and proved in every way to provide security for your pupils' lives and your taxpayers' dollars. Settle the School Bus question for long years to come by selecting Ford—the Long-Life Champion.

*Webster's Dictionary definition of the word "Bonus"—"Something given in addition to what is usual or strictly due."



Al Esper

Chief of Test Drivers, Ford Motor Company

"Our job is to protect Ford's good name by putting every new Ford chassis through the toughest road testing we know how to give. We've proved the Ford School Bus with a thorough going-over. Users everywhere approve it!"

"We heartily recommend the Ford School Bus Chassis after twenty years' experience."

West Memphis, Ark.

"We have operated many of them well over 100,000 miles. The engine in one was driven 120,000 miles before repairs were necessary."

Chicago Heights, Illinois

"We prefer Fords to any others for low operating cost, dependableness, and real satisfaction."

Sunder County, S. C.

"Ford buses have the endurance and stamina to deliver longer life than other buses we have used, and their maintenance costs are very low."

Channah, Illinois

"I believe our Ford Buses travel Iowa's toughest roads—hilly, with little gravel or hard surface. Repair costs are very low."

Underwood, Iowa

"Very low maintenance cost . . . economical operation . . . thorough satisfaction."

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"Sixteen of our Fords have given us as much as 100,000 miles of service."

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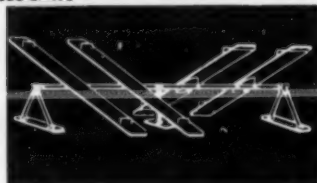
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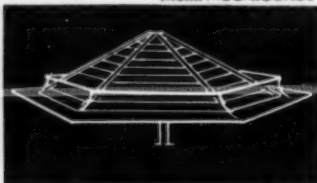
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Pioneer and Leader in Irrigation for nearly half a century.

FUTURE SCHOOL ENROLLMENTS

(Concluded from page 28)

ingly. It is recommended that these estimates be audited every two or three years to determine what errors have been made and that the estimates be revised accordingly.

An Adaptation of the Work Sheet

If it is necessary to estimate enrollments for each grade separately, the same plan may be used, with a more extensive work sheet. It is suggested that grade 2 be used as a base grade since enrollments are usually more stable than in grade 1 or kindergarten, and that enrollments in grade 2 be projected from an index of births seven years earlier. In this instance, of course, births will not be grouped by three-year periods. Enrollments in upper and lower grades can then be projected from enrollments in grade 2 in the same manner as they were in this work sheet. Enrollment ratios, in general, will compare the enrollment of a given grade to that of the same pupil group one year earlier. For districts with small enrollments the condensed work sheet described in this article is probably more suitable, however, because ratios and percentages can not properly be applied to small numbers.

THE SCHOOL CAFETERIA

(Concluded from page 40)

vegetables, apple sauce, and jam, all for 25 cents.

No filler is used for any of the meats, and only the best possible meats are purchased.

The Staff Setup

The employee setup in our organization is as follows:

Full-time chef

Pot and pan man who also helps about other work in the kitchen.

Two handy men whose job is to bring soiled dishes from the booths to the dishwasher, carry material from the storerooms, clean up the cafeteria after the serving of meals

Dishwasher

Salad maker, who also helps at the milk counter during serving time

Two sandwich and steam table helpers — one for each side, dual system as explained earlier

Two cake counter helpers. They also help at milk counter when time permits. In unusual crowds these helpers team up with steam table

Two milk and ice cream helpers who also work at milk counter when necessary

Two cashiers — one at each side

Two booth workers — There are two booths. Here the students bring their trays after eating. Dishes and trays are stacked up for delivery to the kitchen for washing.

Faculty Room Waitress. She serves the food and collects for the service. One of the handy men cleans up the dishes and trays and brings them to the kitchen.

Manager — at present the secretary-business

manager with the aid of the chef, plans all meals and work for the day.

The secretary-business manager of the board does the purchasing and controls the finances.

The school cafeteria is a business and a necessary part of the school system which the board of education cannot pass off by putting the responsibility of operation on an outsider. Under good management the cafeteria can be operated without a deficit as a part of the educational service of the school. It is the board's job to see that the management is successful.

PERSONAL NEWS OF SCHOOL BOARD OFFICIALS

► DR. FRANCIS C. SULLIVAN, 52, dentist and former member of the St. Louis, Mo., board of education, died unexpectedly Tuesday, January 3, at St. Louis.

► PAUL LEECH has been re-elected president of the school board at Hyde Park, Pa. JOHN WILLIAMS was named secretary, and WILLIAM AUSTIN, vice-president.

► JUDGE A. MARSHALL THOMPSON has been elected chairman of the board of directors of Stony Brook School, Stony Brook, L.I., N. Y.

► WILLIAM GANAPOSKI is the new president of the school board of Farrell, Pa.

► HARRY DERR has been elected president of the West Branch school district board at Watson-town, Pa.

► The school board of Elizabeth, Pa., has reorganized with DR. I. E. ROWLAND as president, and GUS ECKHARDT as vice-president.

► T. JOSEPH MCCOOK, superintendent of Haverhill, Mass., schools has been named a member of the Massachusetts State School Building Assistance Commission to succeed Arthur C. Pierce whose term expired.

Choose

THE TYPE THAT MEETS YOUR NEED

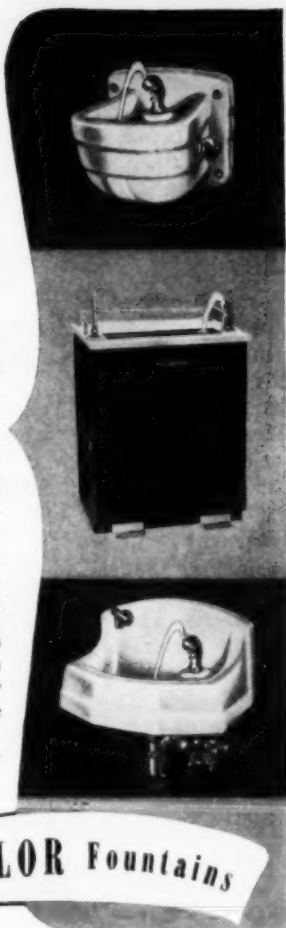
You'll find the Halsey Taylor line of fountains ideal for school installations. There's a type to meet your requirements . . . pedestal, wall, battery or cafeteria cooler! The newest Halsey Taylor development, the Lo-Level Cooler is designed with the child in mind. Foot-pedal control permits filling glass with water while holding lunch-tray . . . the result, greater convenience, less confusion, faster handling of traffic!

And of course, patented features to safeguard sanitation, are an integral part of Halsey Taylor design . . . in every model! Write

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HALSEY TAYLOR Fountains

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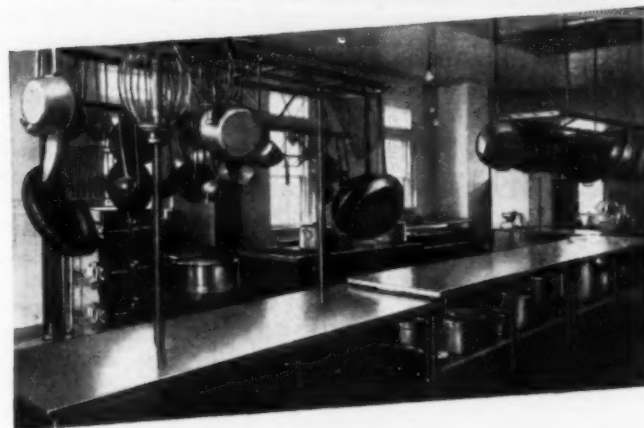


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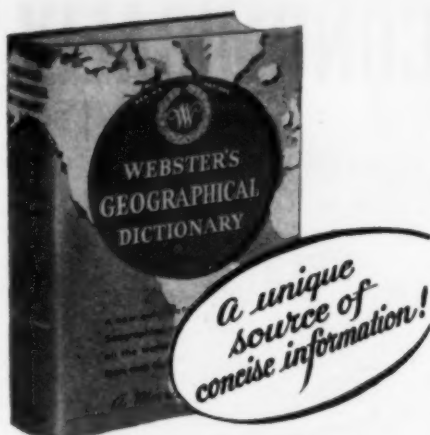
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EXIT SUPERMAN

(Concluded from page 22)

It has been said of one highly successful high school principal that in twenty years he never gave an order either to a pupil or to a teacher. Nor did he "subtly" suggest (you'd better take the tip or look out!) what he wanted done. What he did was to raise problems and provide opportunities for their co-operative solution. Sometimes as work progressed, the need of a shortcut seemed almost imperative (Hitler couldn't wait for slow democratic solutions either) but the temptation was resisted. What he succeeded in getting in the long run was the combined result of the best thinking of many free and enthusiastic minds. What he got was constructive positive co-operation. Thus the school board must look for "process" in a school system to see that it is consistent with democracy. It must be remembered that this process is much more than poll taking on various issues within the schools. The process of administration involves the collective identification of real problems, and experimental steps toward their solution.

The rather sharp criticism here of one type of administrator may arouse some resentment, but no more than the deep ground swell of protest against school administrators, good and bad, that has been rising elsewhere in the profession for some time. Perhaps a mild shock treatment may prove effective where the delusion of grandeur has not become too deep seated. The real hope for administration must lie along the line of achieving broad understanding of and support for the purpose and process of education by involving as many people as possible both within and outside the profession in the solution of common educational problems. If the schools are to play the part they should play, and that many of us think they must play for democracy to survive, they must stand as living illustrations of the democratic process.

DR. HOLY TO SURVEY OREGON SCHOOLS

Prof. Thomas C. Holy, director of Ohio State University's Bureau of Educational Research, will make a comprehensive study of Oregon's elementary and secondary public schools for that state's legislature.

The study, to be presented to the 1951 Oregon Legislative Assembly, was authorized by the 1949 legislature and planned "with the view toward making recommendations on the state organization and supervision of schools, the equalization of educational opportunities, the reorganization of local administrative units, the financing of schools from the state and local level and its effect on taxation, the effect of the basic school fund, transportation, simplification of school laws, financing school buildings and building requirements."

► The school board at Duquesne, Pa., has reorganized with EUGENE R. HOLLAR as president, and LEONARD STAISEY as vice-president.

► HARRY GARNER has been re-elected president of the board at Carnegie, Pa.

► The school board at Tarentum, Pa., has reorganized with ERNEST STARKE as president, and FRANK ESLE as vice-president.



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RD-2

The Dudley Lock representative near you is an expert at solving school locker problems. He'll be glad to consult with you about your school's problems. There's no cost or obligation of any kind.

Write for the name of the Dudley representative in your area.

DUDLEY LOCK CORPORATION

570 W. Monroe St., Dept. 212, Chicago 6, Ill.

The Eastern Teachers' Agency

200 Sunrise H'way, Rockville Centre, L. I., N. Y.
Recommends Highest Type Administrative Candidates to School Boards and School Superintendents.
Member N.A.T.A.

ALL-WEATHER PLAYGROUNDS now possible for every school at LESS THAN \$1.00 PER SQUARE YARD. For road repairs buy a pavement asphalt. Improve the health and physical education program with an outdoor gymnasium of smooth, dry, resilient, NATURAL ROCK ASPHALT from the Missouri deposit. You can't wear it out; gets smoother every time used. I'll cut your surfacing costs in half.

O. R. BARKDOLL
Downers Grove, Illinois

The Yates-Fisher

Teachers Agency

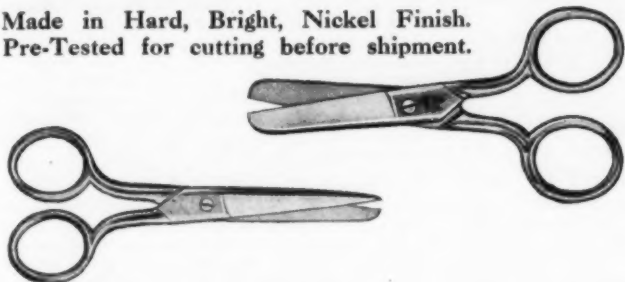
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SCHOOL SCISSORS

HIGH QUALITY STEEL SCISSORS FOR KINDERGARTEN, CLASSROOM, ART CLASSES AND SEWING CLASSES.

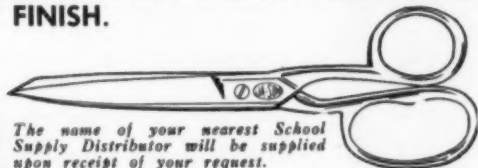
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Pre-Tested for cutting before shipment.



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The name of your nearest School Supply Distributor will be supplied upon receipt of your request.



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188 GARDEN ST. BRIDGEPORT, CONN.



A REAL pencil miser. The self-feeder controls the process preventing waste of pencils through careless or off-center sharpening. Modern, streamlined, all metal with nickel-plated receptacle. Easy to use.

C. HOWARD HUNT PEN CO.,
CAMDEN, N. J.

Also manufacturers of Speedball Pens and Products . . . Hunt Pen

MR. BOSTON
SPEED
CUTTER

Says:
"Six Extra cutting
edges make them
last longer"



BOSTON
PENCIL SHARPENERS

WRITE FOR CATALOG

We come clean



The cleanest, finest, clearest cuts are a fetish around here. That's why our craftsman etch straight down and always etch clean. No dirt spots mar the plate, no shoulders pop up to effect reproduction. To insure an ultra-meticulous job, our finishers double check to remove all unwanted dead metal. We come clean so your printing and electroplating looks sharp and crisp! Try us!

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BOSTON INKWELLS

Low Cost • Durable • Attractive

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PITTSBURGH 15, PA.

NEW SUPPLIES AND EQUIPMENT

WAKEFIELD ANNOUNCES NEW CATALOG

The Wakefield Brass Co. announces the publication of a new catalog describing the Over-All Lighting. These fluorescent fixtures give the effect of glareless, evenly distributed natural light, and eliminate spheres of brightness that contrast with intervening dark areas. The catalog includes illustrations of available fixture types, as well as charts and tables describing fixture dimensions and construction, and light computations. The lighting is suitable for schools, offices, drafting rooms, and stores. The fixtures can be installed by one man. Over-All Lighting has a full guarantee, and the Underwriters approval.

The catalog (No. 50), "Over-All Lighting", can be obtained by writing to the F. W. Wakefield Brass Co., Vermilion, Ohio.

For brief reference use ASBJ—0200.

"FOREMOST" DESKS AVAILABLE

Remington-Rand's latest line of "Foremost" steel desks is now available. There are various revolutionary departures in design from standpoints of appearance and usefulness of the desks. One prominent feature is the use of interchangeable pedestals and tops, permitting a large choice of desk assemblies to suit various office needs. The "Foremost" desks are 30 in. deep, "the maximum effective working area," with an adjustable height of from 29 to 30½ in. to meet the need of the individual worker. The simplest form of desk omits the center drawer to provide more knee space and eliminate unnecessary movement.

For additional information write for the illustrated booklet, FF-115, Remington Rand Inc., 315 Fourth Ave., New York 10, N. Y.

For brief reference use ASBJ—0201.

NEW DITTO DUPLICATOR

The new Ditto D-45, a heavy duty general office duplicator, reproduces four colors at once at a rate of 100 copies per minute, 300-500 per master copy. The original may be typed, hand-



The New Ditto D-45 duplicating machine.

written or drawn. Featuring a "velvet clutch," the D-45 has increased its speed 30 per cent and is barely audible in operation. Other features include a dial-controlled margin adjustment for accurate register, a master clamp on the machine drum, operated with a foot pedal, and an optional

line printing tray that adjusts automatically. The machine has ball bearing rollers throughout and corrosion-resisting stainless steel parts. It copies on paper and card sizes from small labels to sheets 14 by 15½ in.

For additional information write Ditto, Inc., Harrison Street at Oakley Blvd., Chicago, Ill.

For brief reference use ASBJ—0202.

WEBER COSTELLO ANNOUNCES CHALK IN COLOR

In answer to a long-felt demand for chalkboard chalk in color that will write well and erase easily, the Weber Costello Co. has announced a completely new, dustless chalk—Omega.



This new chalk is manufactured in eight pleasing colors, is especially designed for smooth writing and drawing, is dustless, erases easily, and is well suited to the new lighter chalkboards or the standard blackboard.

The Omega "oversize" chalk stick is larger and more sturdy than the ordinary chalk stick. It includes eight 12-stick boxes of assorted colors enclosed in an attractive package.

Complete information can be obtained from Weber Costello Company, Chicago Heights, Ill.

For brief reference use ASBJ—0203.

ANNOUNCE NEW COMPARTMENT WATER COOLERS

The Westinghouse Electric Corporation is introducing two new, three-temperature, compartment-type water coolers—a bottle and pressure bubbler model—for use in private or executive offices, school board rooms, etc. Both coolers provide 50 degree drinking water for 25 to 30 persons; a 35-38 degree refrigerated storage space for food, beverages, or pharmaceuticals; and a freezing unit which produces three-and-a-half pounds of ice cubes at one freezing. A new "Magi-Trol" control permits the maintenance of the three desired temperatures independently of the other. The coolers are provided with full-hinged doors and lock-type, snap catches; the hermetically sealed refrigeration system is backed by a five-year guarantee.

For additional information write to the Westinghouse Electric Corporation, Box 2099, Pittsburgh 30, Pa.

For brief reference use ASBJ—0204.

Tax Institute Bookshelf

Compiled by Mabel L. Walker. Paper, 55 pp. Tax Institute Inc., 150 Nassau St., New York 7, N. Y.

This comprehensive bibliography on public finance, taxation, and related subjects embraces the six months' period from October 1, 1948, to April 1, 1949.

NEW BOOKS

Organization and Supervision of Elementary Education in 100 Cities

By E. G. Bathurst, M. D. Davis, H. Gabbard, H. K. Mackintosh, D. S. Patterson. Federal Security Agency, Bulletin 1949, No. 11. Paper, vii-84 pp., 25 cents. Office of Education, Washington 25, D. C.

This booklet is a complete report of the elementary education methods of organization and supervision as used in cities in 43 states, and concerns types of organization, the responsibilities of general supervision, daily schedules, class organization, methods of reporting to parents, community-school relations, and the selection and the utilization of study materials.

The Principal and His Job

Compiled by Ward I. Miller, Supt. Paper, 32 pp. Published by the board of education, Wilmington Del.

A booklet prepared as an outgrowth of the planning self-survey of the Wilmington schools, as part of the report of the Committee on Administrative Organization. In this booklet the job of the principal is portrayed in the three areas of community, professional, and executive leadership and the special qualities essential to effective community service are listed. The booklet is intended to serve as a source of help to other principals as they perform their important tasks.

Adventuring With Pioneers

By Mary Browning. Cloth, 152 pp., \$1.60. D. C. Heath & Co., Boston, Mass.

Whether children read this book in connection with their social studies or purely for information, they cannot fail to enjoy the authentic sketches and stories of life near Harrodsburg, Ky., near the end of the eighteenth century. Third to fifth graders will like the children of the Scott and Fisher families and will sympathize with their pioneer hardships and joys.

Primer for Presidents: A Handbook for Parents

By John E. Scott. Paper, 19 pp. Published by the City Schools of South Bend, Ind.

This handbook of tips to parents, includes suggestions on cleanliness, health, safety from automobiles, how to put on and take off clothing, and teaching respect for public property. What proud parent will not enjoy these cheerful suggestions which promise happy experience for prospective presidents in those first, awesome, and happy days of school.

Higher Education, 1947-48

By Henry G. Badger. 4 pp., processed. Circular 263, November, 1949, U. S. Office of Education, Washington, D. C.

This statistical summary provides these facts: student enrollment, 2,616,262, nearly a million increase over 1946-47; administrative and teaching staffs, 223,660; bachelor's degrees, 271,000; master's degrees, 42,000; doctor's 4000. The colleges included 1788, an increase of 20 over the previous year.

Clinical Studies in Reading—I

Paper, xiv-173 pp., \$3.50. Bulletin No. 68, June, 1949. The University of Chicago Press, Chicago 37, Ill.

This collection of papers, by members of the staff of the University of Chicago Reading Clinic, discusses (1) the characteristics of poor readers and the services of the Clinic, (2) finding of research in visual efficiency and reading, (3) the solution of emotional problems in reading.

A World View: A World Geography

By Clarence Woodrow Sorensen. Cloth, 393 pp. Silver, Burdett & Co., New York 3, N. Y.

This is the fourth and final volume of a series that emphasizes "man in his world" as the central point in geographic study. Beginning with the study of Bedford as a typical community, the book takes up the five great methods of earning a living—hunting, trapping, and fishing; ranching and herding; farming; forestry; mining, and then moves into the study of living in towns and cities where manufacturing and trade provide the opportunities for a livelihood. The final section of the study is aptly titled "fitting things together" and describes and contrasts the methods of human living in the several continents and in the cities and rural areas of each of the main political units. The supreme need of conserving natural resources and of realizing effectively the interdependence of all peoples of the earth closes the formal study. An atlas, a comprehensive collection of maps and graphs, supplement the world view so effectively outlined.



THE SCHOOL BOARD

What a school could be run
And what miracles done
If the budget weren't cut so low.
It was padded with care
And executive prayer,
But the School Board—gosh darn 'em—says,
"No."

How pleasant the job
(Though the public raise hob)
Could the boss add ten teachers or so.
A trifle invested,
Each child standard-tested,
But the School Board—Judd sock 'em—says,
"No."

When the taxpayers' yell
Starts to billow and swell
Declaring, "Old Spendthrift must go,"
The pedagogue grins,
He is saved from his sins,
For the School Board—God bless 'em—says,
"No."

—Source Unknown

THE SUCCESSFUL TEACHER

Beyond the technical requirements, every teacher must give evidence of possessing very important personal characteristics deemed necessary to the successful teacher. After all, when young Billy and Sue enroll in a Detroit school, they have a right to expect from their teachers:

A sympathetic understanding

An appreciation of the work-a-day world in which they live

A deep-seated drive or curiosity for new things and ideas

A philosophy of life with a code of ethics which all children want to respect.—
Supt. Arthur Dondineau, Detroit.

SCHOOL EXAMINATION HOWLERS

Give one word for "love of mankind"—
Woman.

An interjection is a sudden explosion of mind.

A myth is a female moth.

During the war my father was repotted dead!

The feminine of bachelor is lady-in-waiting.

The Gorgans looked like women—only more horrible.

An epicure is a poet who writes epics.

Chaliapin is a great comedon.

Immortality is running away with another wife.

Henry Ford invented perpetual motion.

A sinecure is a disease without a cure.

A spinster is a bachelor's wife.

Ambiguity means having two wives living at the same time.

An interpreter is a thing you take temperatures with.

Extempore is a disease in dogs.

Cossacks are things which ladies wear.

The Pilgrim Fathers were Adam and Eve.

The Vatican is a vat for making wines.

Nearly at the bottom of Lake Michigan is Chicago!

Certain areas of Egypt are cultivated by irrigation.

An oasis is a futile spot in a desert.

Green Bay is the center of the caning industry.

People go about Venice in gorgonzolas.

Water is melted steam.

Water is turned into a viper when it gets too hot.

A molecule is a girlish boy.

Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

CODE NO.	CODE NO.	CODE NO.	CODE NO.
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21 All-Steel Equipment, Inc.....	81	236 Monroe Calculating Machine Co.....	63
22 American Seating Company.....	2nd cover	237 Natural Slate Blackboard Co.....	58
23 American Structural Products Company.....	4	238 Nelson Corp., Herman.....	2
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THE AMERICAN SCHOOL BOARD JOURNAL

1950

540 North Milwaukee St., Milwaukee 1, Wis.

Please send information offered in the advertisements we have encircled

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Low cost delights

It's the dessert that makes the meal! And for quick, economical, inviting desserts, there's nothing like Sexton gelatine dessert . . . or Sexton chocolate dessert. So easily prepared! So many delightful ways to serve them . . . each one smooth, flavorful, alluring to the eye. Wholesome and delicious for young and old. Serve them often.



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